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ABSTRACT

This staff development program offers practices for K-8 educators who wish to be more effective in responding to the needs of all students, including students with mild exceptional educational needs. The program consists of seven 2.5 hour workshops which include short presentations, readings, and large and small group discussions. Effective teaching practices are reviewed, practiced, and modeled throughout each workshop. Under the guidance of a trained facilitator, participants identify teaching practices they wish to implement or improve upon; develop a plan for doing so; and provide each other with feedback by means of peer coaching. The guide contains the materials used in the workshops, with the exception of a few overhead transparencies. Units focus on peer coaching, organization of classroom time and space, ways to influence student behavior, the process of planning for instruction, effective lessons, and workshop evaluation and follow-up. Units 1 through 6 begin with a list of objectives followed by the unit reading. The unit reading describes the important concepts and practices for the unit and ends with a list of key points for quick review. Four units offer short papers on related topics. Most units also provide a summary questions worksheet, discussion questions, and application exercises. (RH)

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PARTICIPANT GUIDE

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Strategies

Effective Practices for Teaching All Children

PS 018833

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STRATEGIES: Effective Practices for Teaching All Children

Participant Guide

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The STRATEGIES Program

STRATEGIES: Effective Practices for Teaching All Children is a staff development program for K-8 educators who wish to be more effective in responding to the needs of all their students, including students with mild exceptional educational needs. The program was developed by the Wisconsin Department of Public Instruction under the Decisions and Solutions Project, which was funded under a federal grant from 1985 to 1988.

STRATEGIES is based on the premise that all teachers can benefit from a review of effective teaching practices and that implementing these practices through peer coaching will help them do a better job of teaching. Improved teaching leads to improved student learning and, just as importantly, increased teacher satisfaction and improved morale. The rewards of teaching are to be found in helping children to grow.

STRATEGIES consists of seven, two and one-half hour workshop sessions which include short presentations, readings, and large and small group discussions. Effective teaching practices are reviewed, practiced, and modeled throughout the workshop.

Guided by a trained facilitator, the participants identify teaching practices they wish to implement or improve upon, develop a plan for doing so, and provide each other feedback on their efforts through peer coaching. In addition to making the participants more effective teachers and administrators, the workshop exercises and the peer coaching help to build a spirit of collegiality among staff that can benefit the entire school.

STRATEGIES begins with a peer coaching unit which informs the participants about the nature and goals of peer coaching, gives them an understanding of how to develop good coaching teams, and lets them practice the peer coaching process. Peer coaching is central to the STRATEGIES program because it sets the tone for cooperation and communication as well as assures that interested participants use the program content and receive feedback on their efforts.

Units 2 through 6 address key topics from the effective teaching practices research: classroom organization, influencing student behavior, planning for instruction, and lesson presentation. Related topics, such as mastery learning, modeling desired responses, questioning techniques, use of direct instruction, and cooperative learning, are also covered.

In the last unit, the participants review their peer coaching experiences, evaluate the usefulness of the material covered, and develop a plan for continued use and/or expansion of these ideas and practices. The STRATEGIES inservice is intended for beginning or continuing efforts at school improvement; it is not to be considered a complete program in itself.

What's in This Guide

This guide contains all the materials used in the STRATEGIES workshops with the exception of a few overhead transparencies used by the facilitator. Since it contains all the readings for STRATEGIES, you can use it during the inservice and as a reference tool later on. Some pages are worksheets to help the participants review the

readings and to focus their thoughts on areas they would like to improve in their teaching.

Units 1 through 6 begin with a list of objectives followed by the unit reading. The unit reading describes the important concepts and practices for the unit and ends with a list of key points for quick review. Four units offer short papers on related topics.

A Summary Questions worksheet is provided to review the readings. In Units 2 through 6, a worksheet with Discussion Questions guides participants in sharing their current classroom practices relative to the unit topic. These units also provide Application Exercises with scenarios that the teams can discuss. The units end with participants developing a plan of action or strategy for implementing an effective practice that they would like to initiate or strengthen.

Unit 7 serves as a follow-up session to discuss the goals and strategies that participants develop and practice following the six previous units. In addition, STRATEGIES participants make plans to continue to develop and use effective teaching practices and other activities that promote teacher collaboration. Additional worksheets for reproduction are also in this unit.

Peer coaching will occur throughout the seven sessions. This will allow teachers to observe each other and provide the necessary feedback and evaluation of one another.

Goal and Objectives of the Workshop

Goal

The goal of STRATEGIES is to improve the academic success of all children in the classroom, particularly those with learning and behavior problems, through the use of effective teaching practices.

Objectives

STRATEGIES participants will

- understand how instruction affects all children's learning by reviewing basic effective teaching practices through readings, discussion, and practice exercises.
- evaluate their effective teaching techniques and identify areas that they wish to improve.
- develop a plan to implement the effective teaching techniques.
- practice the effective teaching techniques with evaluation and feedback through peer observation and peer coaching.

Peer Coaching

1

Objectives
Unit Reading
Summary Questions
Preobservation Conference Worksheet
Classroom Observation Formats
Postobservation Conference Worksheet (Coach)
Postobservation Conference Worksheet (Teacher)
Goals-Strategies-Evaluation

Objectives

By the end of this unit, you should be able to

- define peer coaching,
- identify the two goals of peer coaching,
- understand how to create effective coaching teams,
- identify the three steps in the peer coaching process, and
- practice peer coaching, following the guidelines set forth in this unit.

Peer coaching is a method of improving instructional effectiveness in which teachers work together to implement new instructional strategies or achieve individual instructional goals through a systematic process of classroom observation and feedback.

Teachers have long been overlooked as a valuable resource to assist in one another's professional growth. Classroom observation and providing feedback to teachers has traditionally been the domain of administrators and supervisors. Peer coaching has proven itself to be an effective and satisfying means of improving instruction and providing for the professional growth of teachers.

In many situations, teachers prefer to turn to colleagues rather than to supervisors for advice. Peers have the experience and the credibility to provide useful feedback and insights on the teaching/learning process. This peer relationship provides an openness to experimentation and a willingness to refine new skills that are not always found when a teacher works with a supervisor. Teachers have the credibility, empathy, knowledge, and skills to guide and assist one another in their professional growth.

Goals of Peer Coaching

Peer coaching has two goals: the improvement of instruction, and the development of an atmosphere of collegiality and experimentation.

Improvement of Instruction

Peer coaching can be used to bring about the improvement of instruction in two ways. First, teachers coach one another in the implementation of newly acquired teaching strategies. Teachers who coach one another tend to practice new strategies more frequently and to use them more effectively than teachers who do not coach one another. They develop a better understanding of the new strategies, have greater long-term retention of the strategies, and are more likely to teach the new strategies to their students than are their peers who do not coach.

Second, coaching can bring about the improvement of instruction by focusing on an individual teacher's goals and individual growth plan instead of on a specific new instructional strategy. Coaches gather classroom data about the teacher's goals or growth plan, help the teacher to analyze the data, and make applications to future teaching. The coaching process helps enhance teachers' perceptions, thinking, and instructional decisions.

Collegiality and Experimentation

The second goal of peer coaching is to develop an atmosphere of collegiality and experimentation in schools. Teaching is a lonely profession. Occupied with a full load of classes and numerous bureaucratic tasks, isolated by classroom walls and schedules different from those of their peers, teachers have few opportunities to interact with their peers during a normal school day.

Peer coaching breaks down the isolation many teachers feel and provides them with an atmosphere of support and collaboration. Peer coaching provides the companionship and support that teachers need, but which most school settings do not supply. Teachers who coach one another build a shared language and a set of understandings necessary for the collegial study of new skills, develop a feeling of ownership and competence, and establish a commitment to professional growth for themselves and others.

Creating Coaching Teams

Teachers should coach one another. An effective coaching team consists of two to four teachers. Team members do not have to be from the same discipline or level. In fact, valuable insights into the teaching and learning processes can be shared by teachers with differing backgrounds. Teachers can organize themselves into coaching groups or the groups can be organized by a facilitator.

To work together effectively, team members need

- to be familiar with the strategy to be implemented in the classroom or with one another's individual goals and growth plans;
- access to one another's classrooms for conferences, observation, and feedback;
- to be open to experimentation; and
- to trust and accept one another as peers.

After the coaching teams have been established, they should remain together for the duration of the coaching process. This is vital for the team to develop the shared experiences that enable them to guide one another in their professional growth. Once established, a team should be altered only if team members find themselves uncomfortable with one another and feel that they cannot productively work together.

The Peer Coaching Process

The peer coaching process consists of the following three steps:

1. the preobservation conference,
2. the classroom observation, and
3. the postobservation conference.

Step 1: The Preobservation Conference

During the preobservation conference, the coaching team meets to plan for a classroom observation. The meeting has several purposes.

- To identify the focus of the observation. The team needs to determine what instructional strategy or element of a teacher's individual growth plan will be observed.
- To select a method of gathering data during the observation. Will a checklist or observation form be used? Will the coach(es) write a modified narrative?
- To gather background information on the class to be observed.
- To choose a time for the observation.

Before the coaching team holds a preobservation conference, several points should be kept in mind.

1. Hold the conference at a mutually agreeable time, when the team can talk freely and comfortably.
2. Keep the conference relatively brief. Twenty minutes should be enough time in most cases.
3. Agree on a time for the observation.
4. Talk about the students in the class, their ability levels, the chemistry among students, problems that have occurred, and other special circumstances.
5. Discuss the lesson plan, including the topic, goals, methods of instruction selected, anticipated difficulties, what students will be doing, what the teacher will be doing, and how learning will be checked.
6. The teacher being observed should be as specific as possible about the kind of feedback he or she wants. Observations tend to be more productive if they are focused on specific items rather than everything that occurs in the classroom. Coaches can observe specific instructional strategies that are being implemented in the classroom (for example, cooperative learning) or an item from the teacher's individual growth plan (such as giving directions or correcting inappropriate behavior). The focus of the observation should always be determined by the teacher being observed.

Step 2: The Classroom Observation

The coach(es) should arrive at the start of the class period and stay for the duration of the class. They should sit in an unobtrusive location from which they can observe both the teacher and the students. The presence of coaches in the classroom should create as little disturbance as possible. Coaches should be prepared to take notes during the observation unless they have been asked not to. A tape recorder is often useful for gathering data during the observation as long as the teacher being observed is comfortable with its use.

The coaching partners should work together to develop a method of data gathering that is suitable for the focus of the observation. Two useful methods of gathering data are the modified narrative and the frequency count.

Modified narrative. With this method, a coach writes anecdotal notes describing the temporal sequence of all teacher and student behaviors relevant to the focus of the observation. If, for instance, the focus of the observation is giving directions, the coach would write down verbatim all directions the teacher gives during the observation.

The coach would also record the students' responses to those directions, noting whether clarification was needed, whether the students followed the directions, and so on. The advantages of the modified narrative are that it requires no special forms or equipment, only a pencil and paper, and it enables a coach to re-create the relevant points of the lesson for the teacher during the postobservation conference.

Frequency count. This method enables the coach to record the frequency, sequence, and/or quantity of specific behaviors. The form used for a frequency count can be quite simple. A seating chart, for instance, can be used to record a frequency count on behaviors such as student volunteering or the number of times the teacher calls on each student in the class. The coach would simply make a mark on the chart each time the teacher recognizes a student.

Coaches should not be discouraged if they find that they are not immediately able to gather data during a classroom observation as easily and as thoroughly as they would like. Data gathering is a skill that requires a great deal of practice. Whatever information can be gathered to give feedback to the teacher being observed will be useful during the postobservation conference.

Step 3: The Postobservation Conference

Following the observation, the coaching partners meet to discuss the data gathered by the coach as well as the teacher's perceptions of the lesson. The purposes of this conference include

1. identifying and labeling productive behaviors demonstrated by the teacher,
2. developing productive alternative behaviors,
3. identifying areas that need improvement,
4. assisting the teacher in analyzing his or her own teaching, and
5. planning for follow-up coaching for continued growth.

In order for the coaching partners to have a productive postobservation conference, the following points should be observed:

- It is often helpful if the teacher who was observed sets the agenda for this conference. He or she can analyze the data gathered during the observation and ask the coach(es) questions.
- Hold the conference as soon as possible after the observation. The more immediate the feedback, the better it is.
- Hold the conference in a comfortable setting in which the coaching team can discuss the observation without interruption.
- Set a collegial tone. The postobservation conference involves colleagues discussing a shared experience; it is not judgmental or evaluative.
- Focus feedback on behavior observed in the classroom, not on the teacher as a person.
- Feedback should concentrate on whatever the observed teacher has chosen as the focus of the observation.
- Limit feedback to what the teacher can use, not necessarily all that the coaches can give.
- The coach(es) should share the notes or data gathered during the observation with the observed teacher. This enables the coaching team to re-create the lesson as accurately as possible.
- Use feedback to explore alternatives rather than to reach one solution.

During the postobservation conference, the coach(es) and teacher share information and insights from the observation and both benefit from this exchange of professional ideas. The rewards of coaching—more effective teaching and strengthened collegiality—are best realized at this point in the coaching process. At the conclusion of the conference, team members together will decide what to do with the conference notes and observation data.

Summary

Peer coaching is a process in which two to four teachers work together to assist one another in their professional growth. Using preobservation conferences, classroom observations, and postobservation conferences, they work together to implement newly learned instructional strategies or to achieve their individual goals for the improvement of instruction in their classrooms. Peer coaching results in better instruction in the classroom, greater understanding and better application of new instructional strategies, and the development of an atmosphere of collegiality and professionalism.

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Key Points to Remember

- Peer coaching is a method of improving instructional effectiveness by which teachers observe one another in the classroom and provide one another with feedback on what they have observed.

- Peer coaching can be used to implement new instructional strategies or achieve individual instructional goals.

- Teachers who coach one another tend to practice new strategies frequently and tend to use them effectively.

- Peer coaching ensures that teachers will gain expertise beyond the initial stage of acquiring knowledge.

- An atmosphere of collegiality and experimentation is developed with peer coaching as well as the feeling of ownership, competence, and a commitment to professional growth.

- Coaching teams consist of two to four teachers. Team members do not need to be from the same discipline or grade level.

- The three steps to the peer coaching process are the preobservation conference, the classroom observation, and the postobservation conference.

Summary Questions

1. What is peer coaching?

2. What are the two goals of peer coaching? Describe.

3. What are the techniques of creating an effective coaching team?

4. What are the three steps of the peer coaching process? Describe at least three elements of each step.

Preobservation Conference Worksheet

These items are to be discussed by the coaching partners during the pre-observation conference.

(Coach writes.)

1. Date and time of planned observation. _____

2. What are the general characteristics of the class? What should the coach(es) know about it as a group?

   _____

   _____

   _____

3. Are any individual students experiencing learning or behavior problems? Describe.

   _____

   _____

   _____

4. What are the topics and objectives for the lesson to be observed?

   _____

   _____

5. What previous exposure have students had to this material? Have any activities been done in preparation for this lesson?

   _____

6. What teaching methods and learning activities do you plan to use to accomplish your objectives?

   _____

   _____

   _____

   _____

7. About how much time do you plan to devote to each activity, or what is your pacing strategy?

   _____

   _____

   _____

8. What materials will be used? How will they be organized and handled? _____

_____

_____

_____

9. What will the coach(es) focus on during this observation? _____

_____

_____

_____

10. What teacher behaviors do you want observed? _____

_____

_____

11. What student behaviors do you want observed? _____

_____

_____

12. How do you plan to assess learning and give students feedback? _____

_____

_____

_____

13. Do you anticipate any difficulties with any of the planned activities? If so, how do you plan to deal with them?

_____

_____

_____

14. How is data to be gathered during this observation? _____

_____

_____

Classroom Observation Formats

Coaches should remember to bring a pad of paper and/or a recording form with them to the observation.

The following are examples of various formats that could be adapted for use in recording information during an observation. The italicized copy in each of the following formats represents the information the coach may fill in during the classroom observation.

Modified Narrative/Anecdotal (used for recording a temporal sequence of all teacher and student behavior relevant to the focus of the observation)

Observer *Taylor* Teacher *Smith* Date *5/1/88*

Class period/time *Math* Activity *Independent workbooks*

Time	Observation
9:15 a.m.	*Ms. Smith gave directions to the Blue group to complete pgs. 4 & 10.*
9:20	*Joey raised his hand and asked, "What page?"*
9:22	*All children in Blue group working.*

Frequency Recording (used for recording the number of times a specific behavior occurs)

Observer *Taylor* Teacher *Smith* Date *5/4/88*

Class period/time *Math: 9:20-9:40* Activity *Subtraction work on blackboard*

Description of behavior: *Number of cues and prompts offered to individual students during guided practice of subtraction*

Time/Behavior/Student	Tallies
Sue	|||
Steve	||
Mary	𝍸

Total Number of Occurences During the Period *10*

Duration Recording (used for recording the length of time a behavior is engaged in)

Observer *Taylor* Teacher *Smith* Date *5/20/88*

Class period/time *Science* Activity *Review of the planets and their moons*

Description of behavior: *Amount of wait time between asking a question and calling on a student*

Behavior	Amount of Time Engaged in Behavior
1st question	*2 seconds*
2nd	*4 sec.*
3rd	*3 sec.*

Average Duration of the Behavior *3 seconds*

Participation Chart (used to record the presence or absence of certain behaviors when a number of children are being observed simultaneously)

Observer *Taylor* Teacher *Smith* Date *3/26/88*

Class period/time *Social Studies* Activity *Discuss the presidential candidates for the 1988 primary*

Student

Sue	1	1	0	1			
Steve	X	0	X				
Mary							
Mike	0	1	1	1	1		
Pat							
Paula	X	1	1				
Chris	0						
Cathy	0						

Code: *1 = relevant; X = irrelevant; 0 = neutral contribution. No mark indicates no contribution*

Postobservation Conference Worksheet (Coach)

These items are intended to be used as guidelines while conducting the post-observation conference. Not all items will be useful or appropriate for all post-observation conferences. Coaching partners should select items they feel would facilitate discussion during this conference.

Focus of the observation _____

Coach asks teacher: (Coach records.)

1. How did you feel about the lesson that was observed? _____

   _____

   _____

   _____

2. Is there a particular part of the lesson that you remember going especially well/ not going especially well? Describe.

   _____

   _____

   _____

3. Review the data that was gathered. Identify causes of the desirable/undesirable interactions.

   _____

   _____

   _____

4. What successful strategies would you repeat in future lessons?

   _____

   _____

   _____

5. What alternative strategies might you use in the future? _____

   _____

   _____

   _____

Postobservation Conference Worksheet (Teacher)

These items are intended to be used as guidelines while conducting the postobservation conference. Not all items will be useful or appropriate for all postobservation conferences. Coaching partners should select items they feel would facilitate discussion during this conference.

Focus of the observation _____

Teacher asks coach: (Teacher records.)

1. What did you notice about _____?
   (Describe a particular event that occurred during the observation.)

2. What did you notice about how the students responded to the lesson?

   _____

   _____

   _____

3. What specific strategies did you think worked well in the lesson? Why?

   _____

   _____

   _____

4. What strategies were not successful and how could they have been improved?

   _____

   _____

   _____

5. I felt that _____ didn't work well. Do you have any idea why?

   _____

   _____

   _____

6. How would you have dealt with _____?
   (Describe a particular incident in the lesson.)

   _____

   _____

   _____

7. Can you suggest any alternative strategies that might be effective in this lesson?

   _____

   _____

   _____

Goals - Strategies - Evaluation

Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

Teaching Goal #1	**Teaching Goal #2**
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ **Observation Date and Time** _____

Organizing Classroom Time and Space 2

Objectives
Unit Reading
Summary Questions
Discussion Questions
Application Exercise
Goals-Strategies-Evaluation

Objectives

By the end of this unit, you should be able to

- explain why organizing the classroom is important,
- identify the three elements of academic time in the classroom,
- identify strategies for maximizing academic learning time,
- identify strategies to create and maintain efficient transitions,
- list sponge activities that may be useful in your classroom,
- identify good space organization techniques, and
- identify typical classroom occurrences that take away from engaged time in your classroom and indicate which you are able to change.

Classroom Time

Quality instructional time is the most important factor affecting student learning. Good classroom organization allows the teacher to develop and use instructional time effectively.

Researchers have noted great variations in how teachers use classroom time. In observing secondary reading classes, researchers found that effective teachers were able to keep students involved in academic tasks about 85 percent of the time. Other observations revealed that the amount of time devoted to teaching specific academic skills and objectives is directly related to student achievement.

Classroom time is used for either academic activities or nonacademic activities. Nonacademic activities include taking attendance, disciplining, monitoring lunch and restroom breaks, and collecting and distributing papers and books. Academic activities are related to instructional objectives in a subject area. Effective teachers develop procedures to reduce nonacademic time and to maximize academic learning time.

Academic learning time consists of three elements which are subsets of each other: allocated time, engaged time, and success rate.

Allocated Time

Allocated time refers to classroom time scheduled for teaching specific skills or subjects. Teachers have a great deal of control over how time is allocated, and they should give priority to the most important skills and objectives. Allocated time should be determined by students' needs, not by the teacher's interests, strengths, or weaknesses. While allocated time provides opportunities for students to achieve, it does not ensure that they will master skills and objectives.

The following procedures will help you to allocate classroom time more effectively:

1. Examine the weekly schedule, compute the number of minutes allocated to each subject each week, and adjust the schedule according to students' learning needs and the importance of the skills associated with each subject.
2. Develop a schedule and allocate specific time for each subject area and activity.
3. Include planning time in your weekly schedule.
4. Allocate time for independent practice of new skills.
5. Include appropriate amounts of time for transitions and setups.

Engaged Time

Engaged time is that portion of allocated time during which the student is attending and working on a task. It is a measure of how well allocated time is used. The teacher's skill at motivating and managing the classroom is an important determiner of the amount of engaged time. The more engagement, the more learning.

Teachers with effective management skills secure student attention, emphasize time on task, and promote student gains. They keep the student focused and the environment relatively free of disruptions and disturbances. Teachers should strive to ensure that 80 to 85 percent of allocated time is engaged time.

Success Rate

The success rate refers to that part of engaged time when students are successfully learning and practicing the skills and objectives of the curriculum. It directly equates to student achievement. The teacher's goal is to maximize the success rate.

Strategies for Maximizing Academic Learning Time

Minimize Nonacademic Time

To minimize nonacademic time, you can

- establish regular schedules for academic activities;
- teach and maintain routines for ending and beginning lessons, getting materials, participating in enrichment activities, and transitioning to the next lesson; and
- provide clear, concise, and understandable directions for academic tasks.

Transitions. Moving from one learning activity to another can gobble up large amounts of time. You can design transitions that get students productively engaged in the next learning activity with a minimum of nonacademic time. To manage transitions effectively, you should

- create daily schedules and post them prominently. Discuss any variations in the schedules with the class, and be sure everyone understands what will be happening throughout the class period and school day.
- have materials handy and organized for the next lesson or activity. Students should also keep their materials organized and easily accessible. Outlines of the lesson can be posted with directions and assignments listed.
- avoid releasing the class' attention after a lesson until you have given clear directions for the upcoming activity.
- avoid doing tasks that students can do for themselves. Move about the class and monitor the transition carefully. Be attentive to those who have difficulty completing tasks and starting the next lesson; they often need encouragement and support.
- provide simple step-by-step directions. Remind students of the procedures they will have to follow in the upcoming lesson, such as how to get help if they need it and what to do when they finish.
- develop games or other group activities that motivate students to complete transitions quickly.

Sponges. These are activities that teachers use to fill time productively when lessons or activities end earlier than expected. Sample sponges include having students

- participate in oral exercises, such as naming playground rules, playing name games, or naming the planets in their order from the sun, etc.;
- organize their desks, notebooks, etc.;
- play short games related to skills being taught or reviewed; and
- work at independent learning center activities.

Classroom Space

Good space organization in the classroom helps increase academic learning time and minimizes opportunities for distractions or disruptions. Students' desks should be arranged so that the students can clearly see displays and visuals, and so that the teacher can move about freely to monitor students and help those students who are off task. Other furnishings and materials should be arranged so that students have easy access to them. Keep in mind that the arrangement and location of supply cabinets, bookcases, pencil sharpeners, and independent learning centers affect where and when students are likely to congregate and interact.

"Action zones" should be a major consideration in determining seating arrangements. The academic action zones are areas in the classroom to which high-achieving students naturally gravitate during instruction. Researchers have found that teachers pay more attention to and interact more with students in the front two rows and the center of the classroom, or "T-zone." It has also been noted that more hand-raisers are in this T-zone. Low-achieving students, on the other hand, gravitate to nonacademic action zones, the areas outside the T-zone which receive lower teacher attention. These include the back and sides of the classroom, the pencil sharpener, the water fountain, etc.

Seating density has been found to be a significant contributor to distraction, dissatisfaction, and aggression. Teachers should avoid seating arrangements that group together students with similar behaviors. Seating arrangements that disperse the hand-raisers and the high, low, and average achievers help the teacher to attend to the total classroom during recitation and discussion activities.

Summary

The use of time in the classroom is critical to effective teaching and, consequently, to student achievement. How time is used is more important than the actual amount of time. Teachers should attempt to minimize nonacademic time and maximize the time engaged in academic activities. Increasing academic learning time, the amount of time available for instruction, leads to improved educational quality and effectiveness.

The classroom should be arranged so that all students can see instructional visuals and so that the teacher can easily monitor the students. Special attention should be given to arrangements that reduce unnecessary movement. Mixing high- and low-achieving students throughout the classroom helps the teacher to attend to the total classroom.

References

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Fisher, C., R. Marliave, and N. Filby. "Improving Teaching by Increasing Academic Learning Time." *Educational Leadership* 37.1 (October 1979), pp. 52-54.

Key Points to Remember

- Good organization allows the teacher to develop and use instructional time effectively.

- The three elements (subsets) of academic learning time are allocated time, engaged time, and success rate.

- Allocated time is the classroom time scheduled for teaching specific skills or subjects.

- Engaged time is that portion of allocated time during which the student is attending and working on a task.

- Success rate is that part of engaged time spent successfully learning and practicing the skills and objectives of the curriculum.

- The strategies for maximizing academic learning time are to minimize time when students have nothing to do, manage transitions effectively, and develop sponge activities to fill leftover time productively.

- Good space organization (i.e., seating arrangements, access to materials, bookcases, and learning centers) helps to increase academic learning time and minimizes opportunities for distractions or disruptions.

- Organize the classroom for good visual monitoring, easy circulation and movement among students, and minimal student density problems.

Summary Questions

1. Why is organizing the classroom important?

2. What are the three elements (subsets) of academic learning time in the classroom? Describe each.

3. What are the strategies for maximizing academic learning time? List and describe at least three of them.

Discussion Questions

1. Choose two subjects and compare the amount of time you allocate to them with the amount of time that is actually engaged in learning. (For junior and senior high, the allocated time for a period is set. Calculate the amount of time in a period that is actually engaged in learning.)

2. What sponge activities have you found to be effective in your classroom?

3. What routines have you found successful for helping students make effective transitions from one activity to another?

4. What are some varied seating arrangements that you have used? How can various seating arrangements affect learning in different content areas?

Application Exercise

Scenario

During the school day, events occur in every classroom that take away from engaged time, such as student interruptions, announcements, etc.

List some things that typically happen in your classroom that take away from engaged time.

Problem Solving

1. Identify events in the above list that are out of your immediate control and may need to be discussed with administration; mark them "S" for school. Which events are in your control to change? Mark those "C" for classroom.

2. For items marked with "C," develop strategies for increasing engaged time.

Goals - Strategies - Evaluation

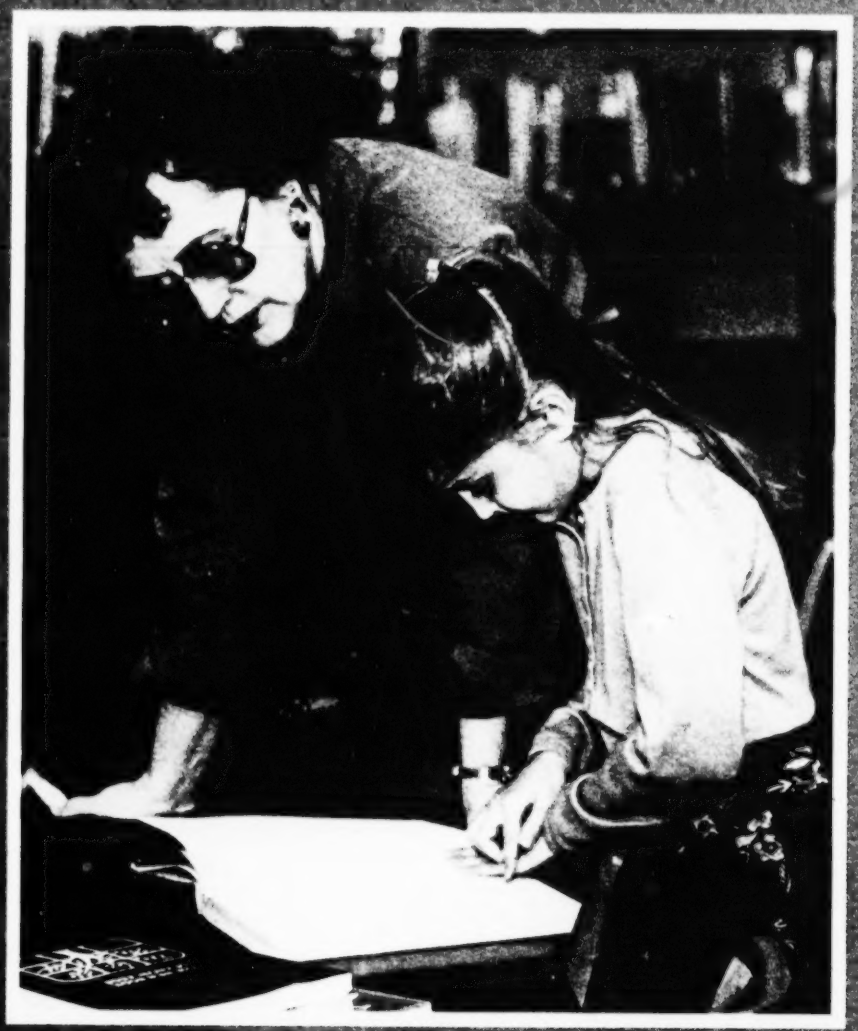
Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

Teaching Goal #1	Teaching Goal #2
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ **Observation Date and Time** _____

Influencing Student Behavior 3

Objectives
Unit Reading
Related Topics
Summary Questions
Discussion Questions
Application Exercises
Goals-Strategies-Evaluation



Objectives

By the end of this unit, you should be able to

- identify the two factors that influence student behavior;
- list ways teachers can increase student self-confidence;
- list ways teachers can enhance student motivation;
- explain why it is important for teachers to encourage students to view their abilities as changeable;
- list the main components of external influences on student behavior, including establishing rules and routines, managing independent practice, monitoring classroom activities, managing transitions, responding to misbehavior, and managing misbehavior and off-task behavior; and
- discuss the use of incentive systems for influencing student behavior.

Influences on Student Behavior

Student behavior is influenced by internal and external factors. Internal factors can directly affect students' educational progress and behavior in the classroom. External factors, such as classroom rules and routines, also influence student behavior. The teacher can control or manage some of these factors by using effective classroom management strategies. Students learn better in an environment where the teacher positively influences their behavior.

Managing Internal Influences on Behavior

Two important internal influences on students' behavior in the classroom are self-concept and motivation.

Self-concept. How students view themselves as learners has a significant effect on their educational achievement. The research on effective teaching indicates that development of a positive self-concept among students depends on mastering assigned schoolwork and feeling that one is making progress as a learner.

Teachers should work to encourage strong self-concepts and to change destructive self-concepts. Positive teacher expectations tend to elicit good behavior from students which, in turn, helps students build and maintain positive self-concepts and strengthen their motivation. Clear, positive, and honest feedback from the teacher also helps students see that they are making academic progress and encourages them to continue their efforts.

Motivation. This internal influence depends more on how students view their own abilities and the situation confronting them than on direct reinforcement or praise. For example, students may view their abilities as either changeable or unchangeable. In fact, the critical factors in motivation and effort are students' perceptions of their abilities as either high or low and changeable or unchangeable.

Teachers have a major influence on how students view themselves and their abilities. Effective teachers focus on encouraging students to view their abilities as changeable. Such teachers attribute student success to increased ability as well as to good study and work skills. They actively try to change the way students think about themselves both when they succeed and when they fail.

Students' self-confidence increases when their success rate is moderately high and when they receive very specific praise that explains why they were successful. But they must also be challenged by the material so that some failure or inaccurate responses will occasionally occur.

The effective teacher carefully examines these failures and attributes them to a breakdown in following directions (trial-and-error problem solving), a lack of persistence, or a failure to seek help when confused, not to the students' inability to learn. Instead of making a negative statement to the student, such as "You did not think," ask the student to explain his/her understanding of the directions. Retraining students to

think of themselves as competent, changeable learners enhances their motivation and produces significant changes in learning.

The effective teacher also realizes that the failure of students to learn may be a reflection of inadequate lesson planning, curriculum selection, and/or presentation.

Managing External Influences on Behavior

Effective classroom management strategies for the external factors that influence student behaviors are

- establishing classroom rules,
- establishing routines and procedures,
- managing independent practice (seatwork),
- monitoring classroom activities,
- managing transitions,
- responding to misbehavior, and
- incentive systems.

Establishing Classroom Rules

This strategy affects classroom order. Before setting general rules for behavior in the classroom, discuss them with your students and/or let the students be involved in setting these rules. This strategy helps them understand that the rules are "for the good of the group" which, in turn, encourages the students to adhere to "their" rules. Once rules have been established, they should be posted and reviewed regularly to ensure that students understand them.

Effective teachers set three to six generic rules to govern normal activities. These rules seek to minimize the potential for disruption, aggression, and property damage and are stated in positive language. For example, four such rules might be to be on time, be quiet, raise your hand to talk, and be in your seat. During the first few weeks of the school year, effective teachers also spend time modeling and teaching appropriate behavior.

According to several studies, effective teachers were rated higher than less effective teachers on the following classroom management practices:

- giving clear directions,
- stating desired behavior and attitudes more frequently,
- presenting clear expectations for work and following the rules,
- responding consistently, and
- responding to rule violations quickly.

Thus, while all teachers have rules, the key to using them effectively is to make them clear and thorough and to consistently apply them to improve learner outcomes.

Establishing Routines and Procedures

Routines are activities that occur repeatedly each day, such as distributing and collecting materials, beginning and ending class activities, asking for help, getting permission for fountain or restroom use, and sharpening pencils. Effective teachers

establish and teach procedures for these daily occurrences, model the procedures for students, monitor and provide corrective feedback to students engaged in the routines, and praise accurate execution of the routines. Regular procedures and routines bring a predictability to classroom activities that benefits many students with poor attention span, poor social perception, or poor judgment.

Managing Independent Practice (Seatwork)

This management strategy requires active monitoring and pacing. Teachers should move about the class and inspect student work often. Keep individual contacts brief; praise what the student has done, ask one or two leading questions if the student is stuck, briefly remind him or her of directions or procedures if necessary, and move on. Do not reteach the lesson at this time unless you have a small group that needs extra guided practice.

Monitoring Classroom Activities

This skill requires careful and continuous attention to what is happening in all parts of the classroom at all times. Teachers need to be aware and alert so students feel that their teacher knows everything they do. Well thought out room arrangements can be especially helpful in maintaining such awareness.

A number of strategies and skills can be used to monitor students effectively. Overlapping, or attending to several activities at one time, is one such strategy. Another is to watch or monitor three levels of activities: group activities; individual behaviors; and the pace, rhythm, and duration of classroom events.

If the teacher does not monitor the class carefully, then misbehaviors or "just passing the time" behaviors—such as shuffling papers and books, chatting to neighbors, or pencil sharpening—will build to a crescendo. At some point the din will penetrate the teacher's awareness and the class will be called back to order with a loud verbal reprimand. The pattern repeats itself through a series of crescendos and admonitions, a situation that makes completion of independent work very difficult.

Managing Transitions

Students need to be forewarned when a transition approaches. Transitions should be actively orchestrated for a minimum loss of momentum. Students need to be taught what to do when they finish an activity before the allotted time. Teachers also need to have activities ready for students who complete lessons before the end of the allotted time period.

Responding to Misbehavior

This strategy may accelerate or decelerate the behavior. Misbehavior most often consists of tardiness, cutting classes, failure to bring supplies and books, inattentiveness, talking, call-outs, and mild forms of verbal and physical aggression. Responses to such clearly identifiable misbehaviors can be executed relatively easily with a well-prepared plan of action.

However, many misbehaviors are not readily identified. Student-to-student talking, for example, is appropriate in many contexts in the classroom. Teachers need

to view behavior in the context of planned classroom activities. Misbehaviors that must be stopped include those that compete with the lesson, that are public, and that are capable of spreading to the rest of the class. Misbehaviors that occur during transitions or gaps within the lesson can frequently be ignored, since they do not get a chance to spread when the lesson moves on quickly.

Interventions for misbehavior or off-task behavior need to be made quickly, with minimal disruption to the direction, momentum, and energy of the lesson or planned activities. Avoid lengthy verbal or physical interventions. Inappropriate teacher interventions can totally disrupt the direction, energy, and momentum of lessons. Low-profile controls include nonverbal eye or hand signals; moving within close proximity; verbal interventions, such as comments about misbehavior or appropriate behavior; questions about lesson content to off-task students; name-dropping during discourse; and desists.

Desists are very specific, concrete, and nondebatable directives aimed at quickly bringing the student back into the main lesson activities. Effective desists describe the misbehavior very concretely and in a few words specify the appropriate behavior. Avoid asking questions about misbehavior, such as "What are you doing?" Instead, simply describe the appropriate behavior and gently demand compliance, such as "Johnny, you should be reading Chapter 3. Please open your book and begin reading."

The effectiveness of low-profile interventions depends upon timeliness (do not ignore), consistency, and accuracy. The need for interventions depends upon the effectiveness of routines, general rules, and proactive planning that anticipates problematic situations and plans multiple courses of action to respond to them.

Incentive Systems

These motivational systems provide rewards or incentives for appropriate behavior. Rewards can be earned on an individual or group basis. The individual reward system requires keeping records of the student's points, stars, etc. Group systems require little or no record keeping because the whole class earns a reward for appropriate behavior.

There are three parts to an incentive system: the task, the reward, and a system of accountability. The task involves specifying what the desired behavior is and how long it must continue before being rewarded. The reward must be something that is valued by the students. The system of accountability calls for the teacher to give the reward only if the behavior occurred or continued long enough.

Summary

Effective teachers can change student behaviors by influencing internal factors or controlling external factors. Teachers can work with students to encourage strong self-concepts and to change destructive self-concepts. Retraining students to think of themselves as competent, changeable learners enhances their motivation and produces significant changes in learning.

The external factors that influence student behaviors can be controlled by teachers using effective classroom management strategies. Those strategies include establishing classroom rules and routines, managing independent practice by active monitoring and pacing, managing effective transitions, responding to misbehaviors with well-planned interventions, and offering group or individual incentive systems.

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Brophy, J. "Classroom Organization and Management." *Elementary School Journal* 83.4 (March 1983), pp. 266-285.

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Key Points to Remember

- Work to improve students' self-concepts by helping them to be successful and by providing clear, honest feedback.

- Encourage students to view their abilities as being changeable and to view themselves as being capable of learning.

- Always have appropriate tasks for students, and never have periods of time with nothing for students to do.

- Teach proactively, anticipate problems, and plan alternative courses of action to accomplish the goal.

- Continuously monitor students and comment on what is happening in the classroom.

- Give verbal desists that are short, specific, and concrete and which redirect the student back on task.

- Create a small number of posted general rules, and consistently monitor and enforce the rules.

- Develop and teach routines and procedures for commonly occurring activities and events.

- Use modeling and specific praise to teach new classroom behaviors, routines, and procedures.

- Monitor seatwork by circulating among the students, noting and praising progress, and keeping individual contacts short.

- Manage transitions by warning of their approach, signaling their onset, pacing, and monitoring to keep them as orderly and short as possible.

- Judge behavior in terms of the context of the lesson or class activities, and ignore deviations that do not compete with the lesson and have no chance of spreading or continuing.

- Intervene quickly and with minimal disruption to correct misbehavior that is public, contagious, and chronic.

- Use low-profile controls, such as nonverbal eye or hand prompts and moving within close proximity to off-task students.

- Individual or group incentive systems can encourage appropriate behaviors by offering rewards or incentives.

Cognitive Behavior Modification

Overview

Recent studies show that cognitive behavior modification techniques are effective for some students who have difficulty in school. Specific areas in which the techniques have been applied include improving student attention, increasing active participation in classroom work, improving social skills, and teaching students strategies to complete academic tasks successfully.

Traditional behavior modification procedures require identifying specific target behaviors, measuring the level of the behaviors, and introducing interventions such as positive reinforcement. Effectiveness of interventions is assessed by comparing the student's performance after the intervention with his or her performance before the intervention.

Cognitive behavior modification procedures include these traditional behavior modification techniques but also pay attention to the student's thinking process. Typical cognitive behavior modification procedures are thus designed to change students' behavior by changing what they think about prior to and when they are engaging in targeted behaviors.

Implementing Cognitive Behavior Modification

Three guiding principles of cognitive behavior modification are

- Verbalizations—used to guide the student through a series of task-analyzed steps aimed at producing effective behavior. These verbalizations can be covert or overt; they are often referred to as self-talk.
- Modeling—rehearsing the task-analyzed steps.
- Delayed responding—teaching students to delay responding in order to evaluate various alternative responses.

When implementing cognitive behavioral procedures, the teacher typically teaches students a series of statements, first to say aloud and then to think to themselves, that will help them to remember the appropriate behavior. Meichenbaum and Goodman (1971) used the following sequence in their initial studies:

1. The teacher models a solution to the problem and verbalizes it aloud while the student watches.
2. The student performs the task while the teacher instructs aloud.
3. The student performs the task while instructing him/herself overtly (talking aloud).
4. The student performs the task while instructing covertly (silently) to him/herself.

Results of Cognitive Behavior Modification

Using cognitive behavioral techniques, students have learned to verbalize, for example, the steps for completing arithmetic problems ("First, I add the ones column."). They talk to themselves about how to form letters during handwriting instruction to make positive comments to themselves about how they have done on a task ("I did a good job on that."). They ask themselves, "Was I paying attention?" Other techniques have taught students to self-verbalize alternative responses to social situations ("I am getting angry, but I should ignore him.").

One of the positive aspects of these procedures is that they require students to participate actively in learning or in changing their own behavior by using self-treatment, self-instruction, self-monitoring, and self-reinforcement. As students begin to use and succeed with cognitive behavior modification, they generalize these skills to other areas needing behavioral change. Teachers who already use traditional behavioral techniques will find it relatively easy to add cognitive behavioral techniques to their repertoire of teaching skills.

References

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Meichenbaum, D., and J. Goodman. "Training Impulsive Children to Talk to Themselves: A Means of Developing Self-Control." *Journal of Abnormal Psychology* 77 (1971), pp. 115-126.

Modeling

Research indicates that modeling, defined as learning by imitation, is a powerful teaching technique. When used in combination with other effective teaching practices, it facilitates the learning of both academic and social behaviors. The effects of modeling by itself, however, are generally short-lived. In order for learning to be maintained, students must be given the opportunity to practice. In other words, while modeling shows the student what to do, adequate practice is required for the student to understand how and why to do certain things in certain ways.

Teachers or other students may serve as models. Visual and auditory devices—such as diagrams, computers, tapes, filmstrips, and movies—can also be used as models. Modeling can be extremely useful in providing examples via a number of different modalities and in a variety of ways in order to meet the varied learning styles of students. Instructional modeling techniques can be utilized during presentation, guided practice, and reteaching components of instruction.

In modeling, verbal instructions and imitation are used to teach a student a new behavior or skill. Instructional imitation training generally consists of three stages: demonstration by the teacher, imitation of demonstrated behavior by the learner, and reinforcement of the imitation.

Modeling also occurs when an individual observes another and decides to imitate the behavior. This is more likely to occur when the student observes the model getting reinforced for the behavior and is less likely to occur when the student observes the model being reprimanded.

Successful modeling occurs when the desired behavior is demonstrated

- in a clear and detailed manner with few irrelevant details,
- in step-by-step order and/or from least to most difficult,
- with enough repetition to facilitate overlearning, and
- with several individuals or examples serving as models;

and when the student

- is instructed to imitate the model,
- respects and/or likes the person demonstrating the skill or behavior, and
- is rewarded for performing the behaviors modeled.

Other strategies—such as verbalizing steps, describing the activity as it is being modeled, identifying decisions that must be made, and providing criteria for determining if the behavior has been performed adequately—are also considered modeling skills. These strategies help students develop "think aloud" rehearsals skills (i.e., reminding oneself orally or silently of rules, skill sequence, or desired behavior prior to acting), and self-monitoring skills. (Refer to the related topic paper, "Cognitive Behavior Modification," in this unit.)

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Summary Questions

1. Factors influencing student behavior can be grouped into two categories. What are they?

2. List ways that a teacher can increase student self-confidence.

3. Describe how an effective cycle of motivation works. Why do effective teachers encourage students to see their abilities as changeable?

4. List the main components of

   establishing classroom rules

   establishing routines

   managing independent practice

   monitoring classroom activities

   managing transitions

   responding to misbehavior

   interventions

Discussion Questions

1. What can teachers do to increase students' self-concept and motivation?

2. What rules and routines have you established for your classroom? How did you involve students in forming them?

3. What are some schoolwide rules that help prevent misbehavior?

4. What incentive systems have you used to influence students' behavior?

5. What interventions have you used to respond to misbehavior?

Application Exercises

Scenario A

Sara is an average-achieving student in the seventh grade. This year she has had difficulty completing assignments. The teacher has a system of student folders for assignments and completed work. He collects the folders every Thursday to review their work. Sara has handed in incomplete work folders for the last four weeks. The teacher has called her parents and warned Sara several times that she must complete her work.

Problem Solving

1. What are some possible reasons that Sara is not completing her work?

2. What intervention(s) would you suggest to respond to this problem?

Scenario B

Billy is inattentive and off task during class. He is often talking when the teacher is trying to get the class to begin. He talks during presentation and demonstration and has little idea of expected responses during guided practice. He often finishes independent work quickly and is off again talking to his neighbors.

Problem Solving

1. What are some possible reasons that Billy is inattentive and off task?

2. What intervention(s) would you suggest to respond to this problem?

Goals - Strategies - Evaluation

Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

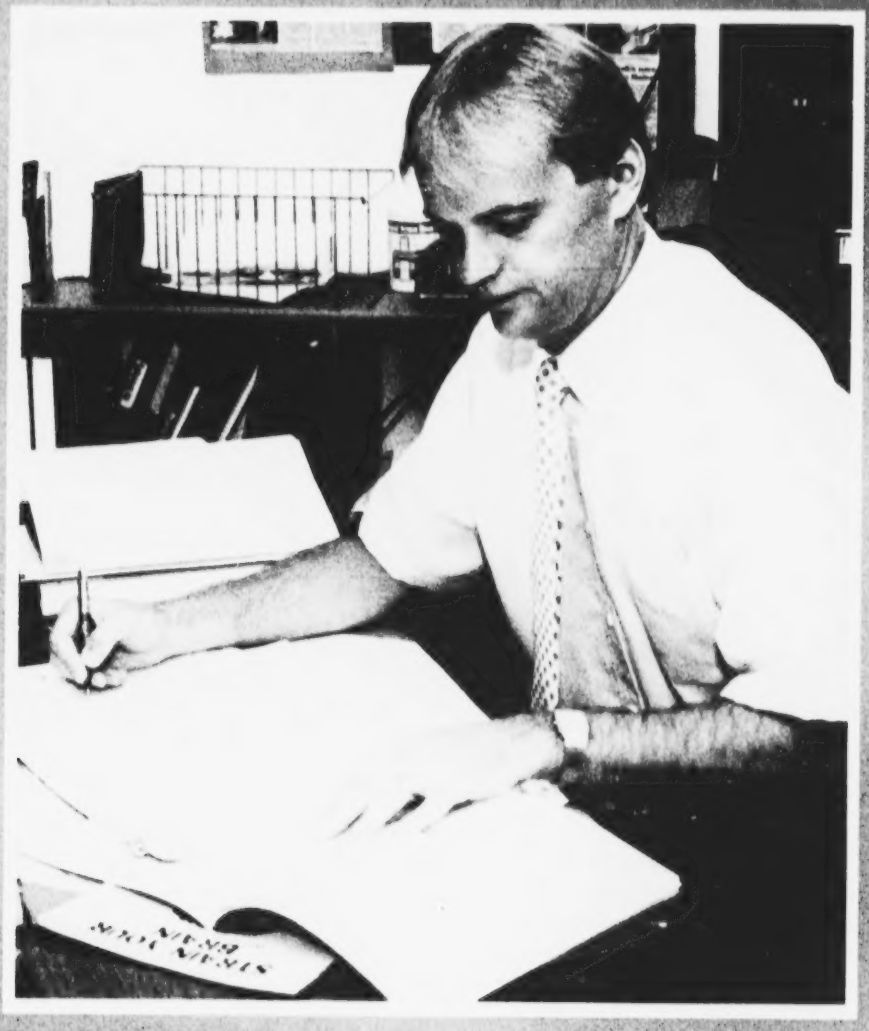
Teaching Goal #1	Teaching Goal #2
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ Observation Date and Time _____

Planning for Instruction

4

Objectives
Unit Reading
Related Topic
Summary Questions
Discussion Questions
Application Exercise
Goals-Strategies-Evaluation



Objectives

By the end of this unit, you should be able to

- identify three major components of instructional planning,
- identify key decisions to be made during the instructional planning phase,
- describe what is meant by accuracy and flexibility of expectations and why they are important,
- identify key questions to be answered when selecting curriculum,
- identify resources available to assist in curriculum selection,
- list the five major components of instructional design,
- understand how teacher expectations affect student learning and/or instructional planning, and
- identify ways to make adjustments to meet student needs in the instructional design phase of instruction.

Research indicates that teachers tend to focus primarily on the content being taught. They inadequately consider the actual selection of educational objectives and alternative instructional strategies. Teachers also seem to neglect to diagnose and attend to learner characteristics involved in curriculum selection and instructional design. Teachers who engage in thorough planning for instruction tend to focus better on content during instruction, ask more questions, and maintain a group orientation while being able to attend to individual differences.

Thorough planning for instruction is the basis of effective instruction. Planning activities are those instructional activities teachers engage in prior to the act of teaching. These activities affect the content and method of actual instruction. Planning for instruction is a process that entails instructional decision making, curriculum selection, instructional design, and the setting of teacher expectations.

Instructional Decision Making

This step lets teachers set the scope for curriculum selection and instructional design. These instructional decisions include

- Operational decisions—deciding what to teach and how to teach it.
- Social decisions—determining student and teacher roles, classroom arrangements, group dynamics, and social norms during educational activities.
- Political and other decisions—setting classroom routines, determining how much influence students will have over setting rules, explaining how much freedom of choice students will have, etc. These include the often implicit expectations and "cultural" norms that are present regarding student behavior as a member of the classroom and are often referred to as the "hidden curriculum" of educational activities. These also include the manner by which teachers facilitate the development of student problem-solving and decision-making skills.

Internal and external factors influence the degree of teachers' abilities to make instructional planning decisions. External factors—such as state and district curriculum standards, district-adopted textbooks and other instructional materials, time available in teachers' schedules for planning, district rules and policies regarding student behavior, and professional norms of behavior inherent in school buildings—influence teachers' decision-making roles. Internal factors—such as teacher creativity, expertise, time management skills, priority setting, and perception of the type and amount of control they have—also influence their decision-making activities.

Curriculum Selection

This is one of the most important planning activities a teacher engages in. For our purposes, curriculum refers to all of the components of the instructional act, including goals, objectives, teaching methods, materials, and evaluation activities.

Curriculum is the "how" as well as the "what" of instruction; it goes far beyond broad educational goals, scope and sequence charts, or a specific textbook.

During curriculum selection, the teacher makes two basic decisions: what students should know and how instruction should be accomplished. In order for teachers to make these decisions, they must address several key questions prior to planning the lesson. These questions include:

- What is important for students to know?
- What are my goals? What do I wish to accomplish? Are my goals realistic?
- How can these goals be achieved? What should I do? What should students do?
- How will I know when I have achieved these goals? How will I identify student success?

To answer these questions, teachers will select

- content and/or processes to be learned;
- expectations for performance;
- alternative teaching methods, materials, and activities that might be used to tailor instruction to student needs;
- how learning should be organized, classroom set-up, and student and teacher roles; and
- methods of monitoring and evaluating student progress and types of evaluative information to be gathered.

Educators use many resources when selecting curriculum. These include, but are not limited to, state-adopted curriculum standards; state and/or local curriculum guides; available materials; informal and formal measures of student achievement at a given point in time; group and individual student strengths, weaknesses, needs, and learning styles; and preferred teaching styles and methods. It is important to reiterate that while adopted curriculum standards and materials may limit teachers' scope of decision making, these standards are generally only broad indications of what should be taught. During daily instruction, teachers have control over what objectives and content are emphasized and what, how, and when required and supplementary activities and materials are used.

Instructional Design

Because good teaching depends as much on the planning and decision-making process as it does on actually carrying out activities, time spent preparing prior to beginning instruction is time well invested. Teachers should build instructional design time into their daily and weekly schedules. While state and local policies may identify general goals and content, it is up to each individual teacher to determine specified activities, materials, methods, levels of difficulty, and pace of lessons.

During the instructional design phase of planning, the teacher selects and outlines the activities and expectations that will be involved during a specific classroom time allocation. As experienced educators know, it is not always necessary to write

detailed plans for each lesson. However, the following components should be considered and clear in our minds as we teach:

- instructional goals and objectives;
- task analysis of skills;
- specific teaching activities, materials, and methods;
- evaluation methods; and
- lesson modifications.

Instructional goals and objectives are specific and should be based upon a diagnosis of previous student learning as well as district standards. Objectives provide a focus for instruction and a purpose for classroom activities which lead to higher achievement. The teacher must have the lesson objectives clearly in mind when planning and implementing the lesson.

Task analysis, or the sequencing of steps required to meet an objective, may be needed when teaching highly complex skills such as those involved in mathematics computation or complex manual activities (e.g., assembling a machine part). When task analyzing a skill, the teacher considers all necessary components and prerequisite steps and plans a way to teach each one, in sequence. At times, the teacher may decide to start with the final step of the skill and work backward to teach each step.

The teacher should identify teaching activities, materials, and methods. These should be consistent with the purpose of the lesson and may include lectures, discussion questions, student/teacher demonstrations, role-playing, paper-and-pencil activities, and differentiated practice and enrichment activities.

Evaluation methods, including criteria and the ways in which students might demonstrate successful learning, must be determined.

Finally, teachers need to consider lesson modifications, including a "contingency plan" based upon student responses and needs that may arise during the lesson.

Teacher Expectations

Teacher expectations play a critical role in education. These expectations are the standards teachers hold for student behavior and performance and are based on the student's age, grade level, and other factors. They affect not only the educator's choice of instructional content, methods, materials, and activities but also the ways that teachers treat students. Differential treatment may influence student self-concept resulting in the self-fulfilling prophecy, so teacher expectations may thus affect student achievement.

There is nothing inherently wrong with having different expectations for different students. In fact, setting realistic student expectations founded upon ongoing assessment of student progress is highly desirable. A problem arises, however, when expectations are based on stereotypes or faulty information, are inflexible, or hinder student progress.

Expectations that are either too high or too low may negatively affect student learning. Research shows that teachers who maintain high, but realistic, expectations have students who achieve more.

Two aspects of teacher expectations are basic to successful teaching: accuracy and flexibility. Accurate expectations allow teachers to plan instruction to meet students' needs and strengths. Flexible expectations let teachers continuously assess

and evaluate their understanding of students so that both expectations and instruction can be revised accordingly. The following six important expectations or standards are basic to successful teaching:

- Teachers should enjoy teaching.
- Teachers' main responsibility is to help students learn and provide the opportunity for all students to learn.
- Teachers should expect all students to meet objectives identified as critical or most important.
- Teachers should seek to help students enjoy learning.
- Teachers should expect to deal with individuals, not groups or stereotypes.
- Teachers should expect some difficulties.

Teachers must hold certain expectations to successfully do their jobs, and those expectations must be clearly evident in their interactions with the students. Expectations can either be explicit (clear and communicated) or implicit (expected, but not stated). Teachers should identify and define their expectations based upon factual and realistic information and communicate them explicitly to parents and students. Implicit expectations should be avoided. Only then will expectations result in effective instruction and enhanced student success.

Summary

Thorough planning for instruction is the basis of effective instruction. Planned activities affect the content and method of actual instruction. Teachers make instructional decisions that define the scope for future curriculum selection and lesson design. Many internal and external influences affect the teachers' ability to make these overall instructional planning decisions.

Curriculum selection and instructional design go hand in hand. Curriculum selection goes far beyond a specific textbook, broad educational goals, and scope and sequence charts. It should also determine how instruction should be accomplished. During instructional design, the teacher selects and outlines the activities, expectations, and time frame for accomplishing the learning outcomes identified in earlier planning.

Teacher expectations also play a critical role in education. Accurate and flexible expectations allow the teacher to plan instruction and evaluate understanding to meet individual student needs.

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Key Points to Remember

- Effective planning for instruction is the basis for effective instruction.

- Teachers are decision makers with regard to instructional planning. Time must be allocated in their schedules for this important activity.

- Effective planning includes instructional decision making, curriculum selection, instructional design, and teacher expectations.

- Educators should consider the operational, social, political, and other decisions they make when planning for instruction.

- Teacher expectations and attitudes are crucial to successful teaching.

- Teacher expectations should be both accurate and flexible.

- Educators should make their expectations realistic and explicit.

- Curriculum selection and instructional design should consider district policies, current levels of student performance, and students' needs and strengths, and they should be based upon clearly identified goals and realistically high expectations for student success.

Task Analysis

Task analysis is one of many instructional planning tools available to teachers. The goal of task analysis is to identify a series of simple learning steps that are ordered from least to most difficult. During the process of task analysis, a specific task (e.g., subtraction with borrowing) is broken down into its component steps. These subtasks are then taught to students in sequential order until students are able to complete the entire task. Basic skill areas, such as reading and mathematics, and motor skills, such as handwriting, can be successfully task analyzed. The teaching of abstract concepts is not conducive to the task analysis process.

Task analysis is both a means for assessing student learning needs and a useful tool for identifying instructional content and sequence to be learned by students. When used as a diagnostic tool, the student is presented with each sequential step in a task, usually in reverse order. Errors are identified until a step is presented that the student can successfully complete. This step becomes a starting point for teaching the skill.

As a tool for identifying instructional content, skills are analyzed and subsequently used as a guide for instruction. Task analysis is especially useful for individuals or groups of students who are having difficulty learning a skill or for students who may need some modifications in the curriculum. The task analysis process results in the development of much smaller, easier, and more carefully planned learning tasks to reach the curricular goal.

The task analysis process consists of the following five basic steps:

1. Identify the curricular goal (e.g., reading "CVC" words).
2. Identify all the tasks or steps necessary to perform the goal (e.g., relating certain sounds to certain letters, sound blending).
3. Analyze tasks or steps further to determine which subskills are needed to perform them (e.g., basic sound discrimination, attending to the teacher/task, being able to make sounds).
4. Order tasks or steps from least to most difficult leading up to the target skill. Later steps should require mastery of prior steps.
5. Determine performance criteria for each of the tasks or steps so that you can identify when the student has mastered each step.

When using task analysis, educators should remember to keep the scope of the main task limited so that it is easy to analyze and teach. Subtasks should be written in observable terms for easier measurement of student mastery.

Reference

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Summary Questions

1. What are the four important components of instructional planning?

2. Briefly describe the three types of decisions made during instructional decision making.

3. What decisions do teachers make with regard to curriculum selection? What key questions should teachers ask when selecting curriculum?

4. What are some resources that teachers might use to assist them in curriculum selection?

5. What are the five major components that should be considered during instructional design?

6. What is task analysis and when should it be used?

7. What are accurate and flexible expectations? Why are they important?

Discussion Questions

1. List three examples of how teacher expectations might affect instructional planning and/or students.

2. Identify three to five of your most important expectations for your students? What are some ways you make (or can make) these expectations explicit to your students?

3. When do you believe you should modify your expectations? How can you go about doing this?

4. Do you make adjustments in your lesson designs to tailor instruction to meet student needs? How do you plan for these adjustments?

   What are some common adjustments you make in your lessons to tailor instruction to meet student needs?

5. Do you agree that teachers have a major say in what and how they teach? How do you (or can you) balance district curriculum requirements with your own personal beliefs and preferences with regard to curriculum selection?

Application Exercise

Scenario

It's Thursday afternoon. Pat Jefferson is reflecting on her second-graders' progress in reading during the past week. The high group completed all of their assignments with much success. In fact, several of the students finished their assignments so quickly and accurately that they had time for free activities. Four children in the middle group were unable to complete the workbook assignments during reading class, and this afternoon, Pat is planning to assign the work for homework. As for the children in the low group, almost all of them could benefit from individual help since their abilities are so diverse. Steve, in fact, could move up to the middle group, but he hasn't read all of the stories in the second level. So how could he possibly move up? Maybe he will catch up during the summer program.

Pat now begins to plan the reading lessons for next week. She wants the high group to read the next three stories and complete the unit's magazine test by the end of the week. At that rate, they should be ready to move into the 3.2 reader by the fall. The middle group will complete the next two stories and the accompanying workbook pages. Finally, the low group will work individually in their workbooks and hopefully complete one story. If Pat does not get this low group going a bit faster, they will not stop at the same place in the second reader as the low group in Mr. Rogers' class, and this will present a lot of problems for Ms. Schmidt when the two low groups are mixed together in third grade.

After contemplating the past week's events and the plans for the coming weeks, Pat opens the lesson plan book and begins to fill in the squares. (See attached lesson plan.)

Problem Solving

1. What do you think about Pat's planning style?

2. Are there any changes you would make in either Pat's planning process or the visible outcome of her planning (i.e., her lesson plan)?

For Further Thought

When should a teacher deviate from the "planned" lesson?

How can teachers deal with the need to anticipate potential modifications before actually implementing a lesson?

Lesson Plan for the Week of 3/13 **19** 88 **Teacher** P. Jefferson **Grade** 2

Subject Reading	Subject Math	Subject Science
Group 1 Vocab. review Unit 6 New vocab. intro. Read Story #30 Wkbk. pp. 42-45 Group 2 Vocab. review Unit 2 (TE pg. 40) Intro. vocab. for story #10 (pg. 41) Read story 10 pp. 50-52 Wkbk. 21-22 Group 3 Vocab. review Unit 4 (TE pg. 60) Story 15 vocab. intro. Short vowel game Wkbk. pp. 33-35		
1 Inflected Endings (TE pg. 157) New vocab. (TE pg. 158) Begin Story 31 Wkbk. pg. 46 2 Review story, finished story pp. 53-54 Comprehension questions (TE pg. 43) Wkbk. 23-24 3 Vocab. review Read Story 15 pp. 50-53 Comprehension questions Wkbk. 36		
1 Review inflected endings Finish story 31 Comprehension questions (TE pg 160) Wkbk. 47-49 2 Vowel digraphs (TE pg. 44) Digraph learning center activities Wkbk. pg. 25 3 Review pp. 50-53 Read story pp. 54-56 Comprehension questions Vocab. review sheet		
1 New vocab. (TE pg. 161) Read poem (Story 32) Discussion (TE pg. 162) Write own poems using alliteration 2 New vocab. for story 11 (TE pg. 45) Read story 11 Comprehension question (TE pg. 46) Wkbk. pp. 26-27 3 Finish Story 15 Comprehension question (TE pg. 112) Wkbk. pp. 37-38		
1 Magazine Test Unit 7 2 Review sheet vowel digraphs Play the "Reading Game" with group 3 3 Correct wkbk pages together Play the "Reading Game" See file - Game list #10		

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Goals - Strategies - Evaluation

Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

Teaching Goal #1	Teaching Goal #2
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ Observation Date and Time _____

Effective Lessons—Part I

5

Objectives
Unit Reading
Related Topics
Summary Questions
Discussion Questions
Application Exercise
Goals-Strategies-Evaluation

Objectives

By the end of this unit, you should be able to

- identify the first four elements of effective lessons,
- explain why introduction and review are important,
- list four characteristics of effective lesson presentation,
- indicate why modeling is a useful teaching technique,
- state the purpose of guided practice,
- identify the elements of good questioning,
- discuss the importance of wait time, and
- identify four types of cues and prompts.

Unit Reading

Research indicates that teacher-directed large group lessons produce greater achievement gains than independent work and self-paced instruction. According to Rosenshine (1983), teacher-directed instruction typically focuses on academic subject matter (such as reading, language arts, and mathematics), has goals that students clearly understand, includes sufficient time for instruction, incorporates questions that many students can answer correctly, and provides immediate feedback on academic achievement. Teacher-directed instruction can be provided to large groups, to small groups, or on a one-to-one basis.

Classroom observations of instruction show that effective teachers include several common elements or functions in their lessons. Lessons that demonstrate these elements are easier for students to follow and result in increased on-task behavior and higher achievement. The elements involved in effective lessons generally follow the outline below.

1. Introduction/Review
2. Presentation
3. Demonstration
4. Guided Practice
5. Independent Practice
6. Monitoring and Feedback
7. Systematic Evaluation
8. Periodic Review

The time constraints of the workshop session make it necessary to address these elements over the course of two sessions. This unit will discuss the first four elements of the outline and Unit 6 will address the remaining four elements. This division gives STRATEGIES participants more time to discuss and practice the elements of effective lessons.

1. Introduction/Review

Effective, organized introductions are important in getting students' attention, reviewing previous learning, establishing the purpose of the lesson, and gaining students' commitment to pursue the lesson objectives seriously.

All too often, teachers begin a lesson before all their students are ready. Lessons should start only when all students are attending to the teacher. It helps to have a unique cue or signal (e.g., ringing a little bell or flashing the lights on and off) that tells students to stop what they are doing and turn their attention toward the teacher. Students can participate by helping to choose a word or phrase every month to signal the beginning of a lesson.

Reviews of previous learning are very important in effective teaching. Previous learning often forms the prerequisite skills for the new lesson. Reviews should assess those prerequisites and link the lesson to other lessons. These links give students a sense of continuity that helps them to grasp the more abstract concepts involved in the lesson and to perform other high-level cognitive tasks.

The introduction should also communicate the specific objectives of the lesson. Some teachers write the objectives on the board. They clearly explain objectives to focus the students' attention, give them a sense of purpose, and motivate them to learn the lesson content. Demonstrations or posing problems to be solved by the lesson materials are also good ways to motivate students.

2. Presentation

Lesson presentations must be clear, well structured, and sufficiently repetitive if they are to motivate students and lead to successful learning. The skills and content to be taught should be geared to the students' cognitive level and attention span and be presented in a logical sequence. Audiovisual mediation aides are also useful in adjusting to students' different learning styles. The task in question should be analyzed and presented in a step-by-step fashion until students can execute the whole task properly at least 80 percent of the time. (Refer to the related topic paper, "Task Analysis," in Unit 4.)

Effective teachers also use multiple definitions and concrete, familiar examples to demonstrate skills and concepts. Definitions and examples might take the form of descriptions, comparisons and contrasts with previously learned concepts, synonyms, and examples of what the concept is not. For example, in teaching the "silent e" rule, the teacher might present the following words as examples and nonexamples: *name* (yes), *time* (yes), *pine* (yes), *stripe* (yes), *me* (no), *use* (yes), *peel* (no), *hire* (yes), and *rhyme* (yes).

Enthusiasm in presenting the lesson is very important to maintain student attention and interest in the lesson content. Teachers demonstrate enthusiasm through using their voice effectively (by varying the level and pitch), gesturing, and moving about the front of the class as they talk. They also use props and other concrete examples that are clearly related to the content of the presentation.

Pacing lessons is another very important function in keeping students' attention. Effective teachers move the class along to maintain energy and momentum in the lesson. They learn to monitor their pacing by asking themselves, "Am I talking too fast? Too slowly?" or "Am I repeating myself too much?" Teachers who effectively pace their lessons are attuned to students' attention levels and watch for nonverbal signs of frustration, boredom, or restlessness.

One effective pacing strategy is to divide long activities into segments. For example, reading assignments, films, or lectures can be interrupted with discussions or short paper-and-pencil activities. Short stretch breaks also refresh and relieve fatigued students.

3. Demonstration

Demonstration through modeling can be used to develop new skills and to encourage and reinforce previously learned skills. Skills and concepts can be modeled by the teacher, the students, or both as well as by mechanical devices such as flannel boards, films, and computers. Modeling offers the teacher an opportunity to present information in a variety of forms and through a variety of modalities.

When modeling a new skill, the teacher should also orally describe the important features of the performance, such as the decisions that must be made (e.g., when to borrow in subtraction) and the results of alternative decisions. The description

should also include examples of common errors and a set of criteria for judging the adequacy of the performance. (Refer to the related topic paper, "Modeling," in Unit 3 for further description of the technique.)

4. Guided Practice

After seeing a presentation or demonstration of new materials and skills, students need to practice those skills. Guided practice helps students during those first few attempts to master new skills or content when they are uncertain and unsure. The teacher needs to provide guidance and feedback during these initial practice attempts to ensure that everyone understands the task and can perform it correctly. All students should be given many opportunities to respond and to perform the new tasks before independent seatwork is assigned. This practice can be done through choral response, the buddy system, or individually guided demonstrations.

During guided practice the teacher asks the entire class and individual students many questions on the material to be learned. Effective questions are clear, brief, purposeful, adapted to the level of the class, and thought provoking.

The most effective guided practice encourages student responses by limiting teacher talk to a minimum. Incorrect responses should always be corrected directly and immediately, generally by providing the correct response (usually one word) and repeating the question until the student responds quickly and accurately.

Questioning. Teachers should be careful not to ask questions of only a few students and then assume that all understand the material. The entire class can answer questions simultaneously by hand-raising (or thumbs up or down) for yes-or-no questions and by choral or whispered responses. With choral responding, the teacher needs to scan the class to make sure all the students are responding accurately. (Refer to the related topic paper, "Questioning," in this unit.)

Cues and prompts. During the instruction and guided practice of a lesson, questions should be accompanied by numerous cues and prompts by the teacher. Such cues and prompts are used to shape or elicit correct responses and thus give students the opportunity to demonstrate and practice the skill being learned.

Cues and prompts can take a number of forms; four types are described below.

- Manual prompting, or physically guiding the body, is the most direct method. The student cannot err when being gently guided by the teacher. This method is used most often with motor skills, such as writing.
- Modeling, in which the teacher directs the students to "do this" or "say this," is the next level of prompting. Oral prompts always accompany manual prompting and modeling.
- Graphic prompts can be used to illustrate the steps involved in doing a task, such as long division or determining longitude and latitude on a globe or map. Finished examples are also good graphic prompts and are evident in the alphabet handwriting charts posted above the chalkboard in nearly every classroom.
- Verbal cues are the least intrusive prompts and can range from simple one-word reminders to step-by-step oral directions, such as those given in a chemistry lab.

Managing these prompts and cues is critical to the guided feedback stage of the lesson. Anticipating and planning the kinds of prompts and cues that might be necessary is important. For example, graphic prompts and finished examples have to be constructed and arranged before the lesson begins.

The teacher should always begin with the least intrusive prompt that will ensure success. Verbal cues and other less intrusive prompts must be given at the same time as the more intrusive manual and modeling prompts. The goal is to achieve a high rate of accurate, independent skill performance. Prompts and cues are aimed at quickly reaching this goal.

Wait time. This is a technique used to improve the quality of student responses, especially for material at a relatively high cognitive level. Wait time refers to the pause between the asking of a question and the call for a response. It also refers to a three- to five-second pause between the student's response and the teacher's comment on the response. These pauses tend to increase the quality and length of student responses. The first pause provides students with time to reflect upon the question and formulate a response. The second pause invites longer student responses with more elaboration. (Refer to the related topic paper, "Wait Time," in this unit.)

Summary

The lessons of effective teachers include several common elements that increase on-task behavior and raise achievement. The first four common elements are introduction/review, presentation, demonstration, and guided practice. The introduction gets the students' attention, reviews previous learning, and establishes the purpose of the lesson. Effective presentations are clear, well structured, and repetitive enough to ensure student learning. Demonstration (modeling) is used to develop new skills and reinforce previously learned skills. Guided practice helps students to master the new skills or content with a minimum of errors. During guided practice the teacher asks questions of all or several students, uses cues or prompts to elicit correct responses, and uses wait time to improve the quality of student responses.

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Key Points to Remember

- The first four elements of effective lessons include introduction, presentation, demonstration, and guided practice.

- Lessons should begin by gaining the students' attention and reviewing previously learned material.

- An introduction to the lesson includes an academic goal that is clear to all members of the class.

- The content of the lesson is task-analyzed, well structured, and clearly communicated.

- Material is presented using familiar examples and multiple definitions.

- Enthusiasm and pacing are very important in maintaining students' attention.

- Teachers demonstrate (model) the skill whenever possible with detailed verbal and/or visual explanations.

- The teacher guides and directs students' initial practice attempts to ensure that everyone understands the task and can perform it correctly.

- Using varied questioning techniques on the material to be learned is crucial during the guided practice phase.

- Using wait time improves the quality of the students' responses.

- Cues and prompts are used to shape or elicit correct responses and thus give students an opportunity to demonstrate and practice the skills they are learning.

Related Topic

Questioning

Asking Good Questions

Teachers spend more classroom time asking questions than they do using any other kind of vocalization. Studies suggest that teachers spend 70 to 80 percent of their time asking questions.

Traditionally, questions are used primarily to determine what the students have learned. Good questioners, however, recognize other possibilities and construct questions that elicit various forms of thinking, rather than simply trying to determine what has been learned in a narrow sense. Questioning is one of the teacher's most effective instruments for stimulating and guiding children to learn how to learn, to become independent in their learning, and to think for themselves.

Good questions are precise, clear, and closely connected to the subject at hand. They also allow for different levels of thinking. Bloom (1965) defined a number of categories of thinking that encompass all intellectual objectives in education and that may be useful to teachers in constructing questions. These categories include memory, comprehension, application, analysis, synthesis, and evaluation. Bloom defined each category by using examples of questions that required students to engage in specific kinds of thinking.

Purposes of Questioning

Teachers have many purposes for asking questions in the classroom. Six general purposes are listed below.

Purpose	Description
Diagnosis	To detect and analyze students' progress through recall questions or probing.
Clarification	To resolve learning problems and to make materials more understandable.
Reinforcement	To support or strengthen learning by rephrasing a question that a student has already answered or by asking the student to elaborate.
Motivation	To stimulate students to inquire and to become responsible for their own learning through questions, such as "What do you think will happen. . . ?"
Attitude Development	To encourage development of favorable attitudes toward a subject.
Evaluation	To assess students' progress by asking key transfer questions.

Strategies for Asking Questions

1. Ask questions frequently to encourage acquisition of basic skills.
2. Balance participation by calling on both volunteers and nonvolunteers; this strategy gives all students a better opportunity to learn.
3. When selecting students to respond to questions, call on a child by name before asking the question.
4. Incorrect responses are dealt with differently. If a student responds incorrectly during the presentation of a new skill, the teacher should give the correct answer and have the student repeat it. If it happens at other times, such as during guided practice or review, the teacher should provide a prompt, ask another student, or rephrase the question.
5. Do not go on to another question until you receive a correct response.
6. Use questions that permit and encourage several students to respond.
7. Ask questions of a group that require unison responses, either verbal or nonverbal.
8. Discourage student "call outs" to questions asked of other children.
9. Avoid vague questions.

References

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Related Topic

Wait Time

Teachers check on student understanding and maintain student involvement in academic tasks by using good questioning techniques. Providing adequate wait time is essential for encouraging optimum student responses.

Wait time refers to the pause between the issuing of a question and the call for a response. It also refers to the pause between the student's response and the teacher's comments on the response. The first pause provides time for the student to reflect upon a question and formulate a response. The second pause invites longer responses with more elaboration.

Research shows that teachers typically pause for less than one second after asking a question before expecting a student response, and they pause for about the same amount of time before responding to a student's answer. Teachers who provide three or more seconds of wait time elicit student responses of higher logical and linguistic quality.

Rapid-fire questioning thus may actually prevent thoughtful consideration of questions and responses by students and teachers alike. Adequate wait time becomes especially crucial when teachers ask abstract or complex questions and when students are learning new or difficult material.

The optimum amount of wait time may vary, depending on the students, their familiarity with the subject matter, and the difficulty of the questions. Teachers must use their best judgment when determining how much wait time to provide. In some circumstances, only a three- to five-second pause may be needed. In others, the teacher may need to pose a question to a student, move on to another question or student, and then return to the first student in order to provide him or her with sufficient time to formulate an answer.

When adequate wait time is provided, students

- exhibit fewer failures to respond,
- increase participation,
- increase relevant comments,
- become more confident,
- produce higher quality responses, and
- increase achievement.

Reference

McNergney, R., and M. Haberman. "It's Time to Wait." *Educational Leadership* 44.2 (October 1986), p. 90.

Mastery Learning

Mastery Learning and Basic Skills

Mastery learning refers to a set of teaching practices that emphasizes student mastery of curriculum content. Students experiencing learning problems have often not mastered the skills they need to successfully complete assigned work. For example, a student may not be able to complete a reading assignment because he/she has not mastered the word-attack skills critical to fluent reading.

Advocates of mastery learning approaches to instruction contend that teaching of basic skills should be continued until students have mastered them. The Chicago Mastery Learning Program for reading is a good example of the mastery learning approach and uses the following basic outline:

1. Selection and statement of intended learning objectives
2. Purposeful teaching of the knowledge or skill
3. Formative evaluation
   a. corrective teaching activities
   b. enrichment activities
4. Criterion-referenced evaluation
5. Selection and statement of the next skill

Implementing the Mastery Learning Sequence

Teaching under the Chicago Mastery Learning Program begins with selecting an important learning outcome or instructional objective. Next, the teacher engages in purposeful and active teaching of the knowledge or skill. When most of the students appear to have acquired the knowledge or skill, the teacher conducts a formative evaluation aimed at determining which students have and have not acquired the knowledge or skill. Formative evaluation occurs throughout instruction and is typically conducted informally to demonstrate that the students have acquired the knowledge or skill.

Following formative evaluation, students are assigned either to an enrichment activities group or to a corrective teaching activities group. Students in the enrichment activities group engage in individual or small-group activities that expand on or enrich their learning in an area related to the teaching objective. For example, students able to spell the 10 assigned spelling words might be asked to write a story using the words and to read it to their group. Students in the corrective teaching activities group engage in more directed learning activities under the teacher's supervision. When the students in this group are ready, they are given a second formative evaluation opportunity.

When all students have successfully completed the formative evaluation, they are given a criterion-referenced evaluation. This evaluation requires that all students demonstrate learning of the knowledge or skill to a criterion level selected by

the teacher. When all students have acquired (mastered) the skill, the teacher selects the next important learning outcome and repeats the process.

References

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Direct Instruction

Benefits of Direct Instruction

Direct instruction is a comprehensive system of homogeneous group instruction that is highly structured and teacher directed. It consists of detailed teaching materials and sequences, and it uses highly structured and controlled student and teacher responses. As a teaching method, direct instruction represents an extension of "precision teaching" and group "programmed instruction" procedures.

The cornerstone of the direct instruction method is student success. Mastery of each step in the teaching sequence prior to moving on is required of all students as is systematic application of skills across a range of examples.

Research shows direct instruction to be most effective in teaching basic academic skills and strategies, such as mathematics and reading decoding. It is particularly effective for students who are slow learners, at-risk, or handicapped. Proponents of the direct instruction method point out that it maximizes student learning time, increases student attention and engagement, and leads to improved student achievement. It also facilitates monitoring of student progress because monitoring and evaluation techniques are built into the process.

Implementing Direct Instruction

In order for direct instruction activities to be effective, they must include the following features:

1. explicit step-by-step teaching strategy, using teacher modeling, examples, and student prompting;
2. demonstrated mastery of each step in the process;
3. immediate correction of student errors paired with reteaching;
4. gradual fading from teacher-directed activities toward independent work;
5. sustained supervised work on skills until all students demonstrate independent mastery; and
6. cumulative review.

Prepared curriculum materials using the direct instruction approach often include such methods as choral responses by students, scripted teacher guides, clearly identified correction procedures, built-in monitoring systems, and rapidly paced instructional sequences. The SRA Distar reading program is an example of a specific curriculum package that uses the direct instruction method.

References

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Gersten, R., and T. Keating. "Long-Term Benefits from Direct Instruction." *Educational Leadership* 44.6 (March 1987), pp. 28-31.

Gersten, R., J. Woodward, and C. Darch. "Direct Instruction: Research-Based Approach to Curriculum Design and Teaching." *Exceptional Children* 53.1 (September 1986), pp. 17-31.

Summary Questions

1. What are the first four elements of effective lessons?

2. List three purposes served by introduction and review.

3. Identify four characteristics of effective lesson presentation.

4. Why is demonstration (modeling) a useful teaching technique?

5. What is the main reason for providing guided practice?

6. Identify the common elements of good questioning.

7. List four different types of cues and prompts.

8. Why is wait time important? List the two instances when wait time pausing is effective.

Discussion Questions

1. What are some methods you use to introduce lessons?

   How do you get your students to attend?

   How do you share lesson objectives?

   How do you spark student interest (i.e., motivate students)?

2. List some of the varied teaching techniques that you use during presentation and/or demonstration.

3. List some of the techniques you use to provide guided practice to your students.

4. What are some specific ways you provide cues and prompts to students during guided practice? Give an example(s) for each of the following types.

   Manual

   Modeling

   Graphic

   Verbal cues

Application Exercise

Scenario

In a fourth-grade nutrition unit, the teacher has introduced the four basic food groups and the nutrients in each group. She has completed (in two lessons) an introduction to the general types and purposes of each nutrient. Next, she gave examples of which nutrients are found in various foods. She plans on following up with detailed lessons on each nutrient. (The handout for this lesson is on the next page.)

The teacher is now beginning the guided practice phase of instruction in which she plans to use a question-and-answer oral discussion format.

Problem Solving

What is the purpose(s) of questioning at this stage? You may want to refer to the related topic paper, "Questioning," in this unit.

Develop questions relative to the unit for the purpose(s) you listed above.

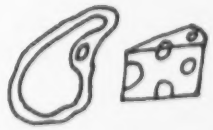
What cues and prompts could you use if students have trouble answering the above questions during guided practice?

You are what you eat!!

...The Nutrients...

Protein

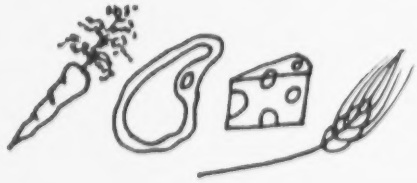
Builds muscle and skin. Helps make other chemicals needed by the body.



Carbohydrates

Provide energy

Found in almost all foods, especially grains and cereals, and sugary foods.



Fats

Provide energy, padding for body organs, insulation from the cold, and carries some vitamins throughout the body.

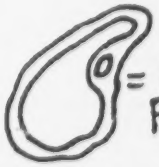
and Oils

Vitamins & Minerals

Keep your system working. Keep you healthy. Maintains healthy skin, teeth, gums, bones, and blood. Keep body cells strong. Needed for almost every body function!

FOOD GROUP KEY

= Fruits & Vegetables



= Meat, fish, poultry, legumes

= Dairy & eggs

= Breads & cereals

Goals - Strategies - Evaluation

Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

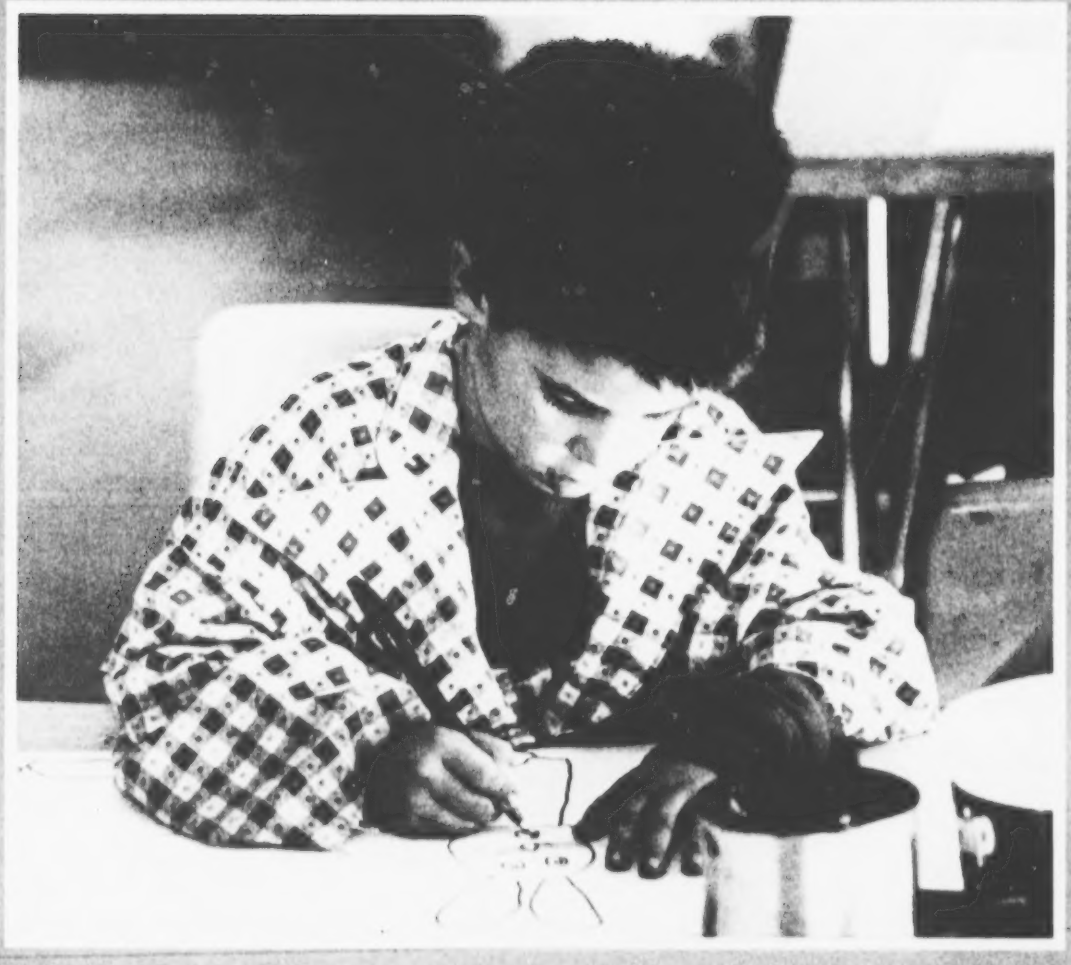
Teaching Goal #1	**Teaching Goal #2**
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ Observation Date and Time _____

Effective Lessons—Part II

6

Objectives
Unit Reading
Related Topics
Summary Questions
Discussion Questions
Application Exercise
Goals-Strategies-Evaluation



Objectives

By the end of this unit, you should be able to

- list the four elements of effective lessons that follow introduction/review, presentation, demonstration, and guided practice;

- explain the purpose of independent practice;

- identify three key concepts to consider during the independent practice component of effective lessons;

- discuss the importance of monitoring and feedback during the independent practice phase;

- define what is meant by systematic evaluation and identify the steps for accomplishing such evaluation; and

- give examples of independent practice, monitoring and feedback, systematic evaluation, and periodic review.

Unit 5 presented the eight elements of an outline to develop and implement effective lessons and discussed four of them: introduction/review, presentation, demonstration, and guided practice. This unit addresses the remaining four elements: independent practice, monitoring and feedback, systematic evaluation, and periodic review. These final stages of effective lessons increase student achievement by enhancing students' learning proficiency and ensuring that they master basic skills.

5. Independent Practice

Independent practice is critical to student achievement. After students have gained some degree of success with a particular skill, they need additional practice to retain the skill and develop it further. Thus, while the primary goal of teacher-directed instruction and guided practice is to achieve accuracy, the goal of independent practice is to master the skills and concepts being taught. Independent practice may take the form of seatwork, learning center activities, class projects, or homework.

Some teachers use independent practice as a means of periodically reviewing skills introduced at an earlier point in the curriculum. Independent practice is also a good way to keep some students engaged while the teacher provides direct instruction to other students.

Several key concepts should be considered when using independent practice with students; these concepts include careful selection, consistent routines, and monitoring and feedback. (Because monitoring and feedback are used beyond the independent practice phase, they will be discussed in the next section.) Adopting these concepts ensures that students remain engaged and that assignments are at an appropriate level.

Careful selection. Teachers should carefully select independent practice assignments that are relevant to the students' needs and can be completed independently. Independent work should focus on skills that students have successfully learned (usually with a minimum of 80 percent accuracy; 90 to 100 percent is optimum) during guided practice under the teacher's supervision. Those students who successfully complete guided practice should be assigned independent work on the new skills. Students who are struggling to meet the accuracy level for the new skill should be assigned independent work on previously learned skills.

In general, independent practice activities should not require a great deal of oral explanation; students should be able to read and follow written instructions easily. Instructions should include appropriate examples. Finally, the length of assignments should be appropriate for the time period allotted.

Homework is a special kind of independent practice. It must be very carefully selected and assigned. Homework has been shown to be effective when it is assigned regularly and consists of brief exercises aimed at practicing skills taught in school. Since homework is independent practice, the assignments should be designed so that the students can achieve a minimum accuracy level of 80 percent. In fact, homework tasks should be somewhat easier than other independent work because tutorial help at home may be unavailable.

Teachers should help maintain homework assignment books, closely monitor student success rates on homework, and adjust assignments accordingly. Homework that is collected, evaluated, and returned to students quickly will benefit them.

Consistent routines. Teachers should establish consistent routines for the completion and correction of independent practice work. Such routines should include the following:

- Clearly identify the nature and requirements of assignments. The teacher should give the assignment orally and also write it on the board or on student assignment sheets.
- Make any materials for completing an assignment readily accessible.
- Explain methods of obtaining assistance.
- Explain what students should do with completed work and how and when work will be corrected and returned.

6. Monitoring and Feedback

Monitoring and feedback are important elements in effective instruction. During the presentation and guided practice phases, for example, monitoring and feedback in the form of prompts and cues are aimed at helping students to achieve a high rate of accurate skill performance. During the independent practice phase of instruction, monitoring and feedback serve to move students toward proficiency at skills and mastery of concepts and materials.

Teachers should monitor independent work carefully and establish procedures and guidelines for helping students. Monitoring independent practice is accomplished by circulating around the room, noting student progress and success rates. Individual interventions should be kept short so that the teacher can maintain attention on the whole class.

If several students are having difficulty with an independent practice activity, the teacher should have those students stop work on the assignment and reteach the skill to them. If reteaching is not possible immediately, the teacher should substitute another independent task and reteach the skill at the next available time.

Self-monitoring can be extremely useful to students when they are working independently. Efficient self-monitoring requires students to know when they know something, what they know about it, what they need to learn more about, and how to go about learning. Students can monitor their learning by pausing frequently and asking themselves questions such as, "Do I understand this?" or "Does this make sense to me?" They can employ strategies such as context analysis, rereading, categorization, rehearsal, and outlining when they detect problems in understanding what they are studying. Teachers should provide instruction and practice in self-monitoring skills. (Refer to the related topic paper, "Cognitive Behavior Modification," in Unit 3.)

Feedback, both written and oral, should be provided to students frequently. Feedback should occur as soon as possible following a student response or completion of an assignment. Feedback should be specific, should accurately describe the student's performance, and should always contain positive as well as corrective (if needed) components.

Corrective feedback should include rephrasing of questions and prompts and should incorporate sufficient wait time to enable the student to arrive at the correct response. Students should always have the opportunity to correct errors and to receive subsequent feedback. Finally, praise and rewards should be directly related to student achievement and should specifically describe the progress or desired learning behavior that the student has demonstrated.

7. Systematic Evaluation

Evaluation is used to measure student progress. Researchers have found that teachers are often inaccurate in their appraisal of student performance, often judging the success of a lesson according to irrelevant criteria, such as completion of the lesson or student enjoyment, rather than according to demonstrated mastery of specific lesson objectives.

Effective teachers carefully evaluate student progress and make changes in instruction accordingly. Ongoing and systematic evaluation significantly increases instructional effectiveness and, thus, student achievement. Such evaluation should include careful monitoring and documentation of changes in students' daily and weekly performance. It can be extremely useful for communicating student progress to parents and other professionals and for providing specific feedback to students.

Systematic evaluation need not be overly cumbersome. Teachers can include evaluation within their lesson planning activities by

- selecting key skills to measure;
- determining whether to measure accuracy (percent) or proficiency (quality, speed);
- selecting evaluation instruments, such as quizzes or tests, tally/checklists of oral or written responses, and/or charts or graphs;
- setting standard criteria for acceptable performance;
- recording evaluation data (the student can be taught to self-record data or the teacher can set up a routine time and method for recording results); and
- analyzing data and using it to make instructional decisions.

It is important to evaluate student progress frequently. If students are demonstrating little or no progress, reteaching or adaptating instructional methods for individual and/or small groups of students may be needed. When students have met the criteria for acceptable performance, it is time to move on.

8. Periodic Review

Lastly, periodic review of previously taught materials should occur frequently throughout the year. These reviews should be short, should highlight the key concepts presented during lessons, and should provide students with an opportunity to demonstrate success. A short individual or group assignment might be given to assist the teacher in evaluating student performance. Periodic review is crucial to maintaining skills, ensuring retention, and linking new information to previously taught concepts.

Research demonstrates that it takes eight learning trials for the average person to master and retain a skill or concept. This points out the need for teachers to frequently review skills with students.

Summary

The last four elements of effective lessons are independent practice, monitoring and feedback, systematic evaluation, and periodic review. Independent practice is used to master skills and concepts and review previously learned skills. Independent practice assignments should be selected carefully and should follow consistent routines so that the assignments can be completed successfully with a minimum of teacher directions.

Teachers must monitor independent work and provide written and/or verbal feedback to the students to ensure proficiency. Systematic evaluation provides an accurate record of student progress and gives directions for needed changes in instruction, including reteaching. Short, periodic reviews should occur throughout the instructional program to maintain skills, ensure retention, and link new information to previously taught concepts.

References

Council for Exceptional Children. *Academy for Effective Instruction: Design and Delivery of Academic Lessons*. Reston, VA: Council for Exceptional Children, 1986.

Gage, N. *The Scientific Basis of the Art of Teaching*. New York: Teacher's College Press, 1978.

Murphy, J., M. Weil, and T.L. McGreal. "The Basic Practice Model of Instruction." *Elementary School Journal* 87.1 (September 1986), pp. 83-95.

Rosenshine, B. "Teaching Functions in Instructional Programs." *Elementary School Journal* 83.4 (March 1983), pp. 335-351.

Sparks, D., and G.M. Sparks. *Effective Teaching for Higher Achievement*. Alexandria, VA: Association for Supervision and Curriculum Development, 1984.

Key Points to Remember

- Following lesson presentation and guided practice, the teacher must provide independent practice, monitoring and feedback, evaluation (with reteaching, if necessary) and periodic review to ensure retention of skills and concepts.

- Students are given independent practice to develop speed, fluency, and proficiency.

- Independent practice should be given only after students have achieved success (minimum of 80 percent) during guided practice.

- Independent practice activities should be carefully selected, should follow clear and consistent routines, and should be closely monitored.

- If students are having any difficulty, independent practice should cease and they should be retaught the skill or concept. Incorrect practice is worse than no practice at all.

- Efficient learners monitor and know when they are learning, what they are learning, and what they are unsure of or do not know.

- Feedback should be provided often, should directly follow student responses, and should be specific.

- Ongoing and systematic evaluation is essential to effective instruction. It provides teachers with accurate estimates of student achievement and helps them to make appropriate instructional decisions.

- Periodic review and daily lesson summaries are needed to encourage retention.

Related Topic

Peer and Cross-Age Tutoring

Advantages or Benefits of Tutoring

Peer and/or cross-age tutoring can be effectively used to assist schools in meeting academic and social competence goals. Depending upon their needs and interests, students of varying abilities can serve as either tutors or tutees. Tutoring can be effective at all grade levels and offers participants such benefits as

- providing opportunities for students to practice positive behaviors, such as asking for and giving help, working together collaboratively, and using verbal and nonverbal skills;
- providing a sense of competence and self-worth for tutors;
- increasing academic engagement time for tutees;
- increasing achievement of both tutees and tutors; and
- improving monitoring of learning and individualization of instruction.

Effective Tutoring

Both formal schoolwide tutoring programs and smaller classroom-based programs must be carefully planned and monitored by teachers. Successful peer and cross-age tutoring programs generally include the following components:

- Tutors have highly structured and carefully prescribed lesson formats to follow.
- Tutoring objectives are related to the classroom curriculum.
- Frequency and duration of tutoring lessons are carefully considered. Research indicates that short (20 to 30 minutes) daily sessions are most effective.
- Tutors are given systematic training in interpersonal skills, communication skills, skills in giving directions and providing feedback, any specialized teaching techniques, and measurement of performance.
- Tutors are provided with necessary and appropriate materials, space, time, and recording devices.
- The classroom climate for tutoring is positive and teachers actively supervise tutoring sessions.
- Student progress is measured daily.

At times, there may be students who do not require formal tutor training before being able to assist other students. Once students have demonstrated the ability to tutor other students, they usually will be able to generalize these skills to a number of other content areas.

Reference

Jenkins, J.R., and L.M. Jenkins. "Making Peer Tutoring Work." *Educational Leadership* 44.6 (March 1987), pp. 64-68.

Cooperative Learning

Benefits of Cooperative Learning

Research has shown that cooperative learning can dramatically improve achievement, cognitive development, self-esteem, and attitudes toward school. Cooperative learning promotes important academic and social skills, and it is especially effective in helping students learn to apply conceptual information. Yet, most teachers seldom, if ever, use cooperative learning.

Teachers using cooperative learning strategies structure learning activities so that students work together to achieve a shared academic goal. Cooperative learning has three important features: positive interdependence, collaborative interaction, and individual accountability.

Positive interdependence. Students must work together or they will fail. Such interdependence is accomplished through a mutual group goal; division of labor, materials, and resources; and a common or joint evaluation.

Collaborative interaction. Students must engage in dialogue and interaction. This interaction is structured and requires intragroup and intergroup collaborative skills.

Individual accountability. Students must individually master material and/or accomplish particular tasks in order to be effective.

Implementing Cooperative Learning

Cooperative learning involves more than students completing group or individual assignments together. Rather, it is a highly structured approach to interdependent group learning. Effective cooperative learning involves the following basic steps:

1. Specify academic and collaborative objectives
2. Assign students to groups (heterogeneous groups are most effective in accomplishing academic and social goals of cooperative learning)
3. Structure positive goal interdependence by subdividing tasks, assigning student roles, and identifying expectations and criteria for success
4. Monitor student activity and intervene as necessary
5. Provide for intergroup sharing and discussion of information
6. Assess individual student performance, group performance, and collaborative group functioning

Research indicates that when cooperative learning techniques are properly applied, students demonstrate the following attitudes and behaviors compared to their peers learning via competition or individualized methods:

- increased achievement and higher retention of information/skills;
- greater use of higher-level and critical-reasoning strategies;
- less disruptive and more on-task behavior;
- more positive attitudes about subject areas, learning, schools, teachers, principals, and other school personnel;
- more positive accepting and supportive relationships with peers regardless of individual differences (race, sex, handicap, etc.);
- higher self-esteem and improved psychological adjustment and health; and
- greater collaborative skills and more positive attitudes toward working with others.

Educators interested in using this approach are urged to refer to the work of Johnson and Johnson.

References

Johnson, D.W., and R. Johnson. *Learning Together and Alone: Cooperation, Competition, and Individualization*. 2nd ed. Englewood Cliffs, NJ: Prentice Hall, 1987.

Johnson, D.W., R. Johnson, and E. Holubec. *Circles of Learning: Cooperation in the Classroom*. Edina, MN: Interaction, 1986.

Schniedewind, N., and S. Salend. "Cooperative Learning Works." *Teaching Exceptional Children* 19.2 (Winter 1987), pp. 22-25.

Parent-School Partnerships

Parents are the first and most essential teachers of their children. Rowell (1981) stated that all parents have the right to know, to understand, and to share in all decisions that affect their children's education. Parents are their children's principle advocates.

The Importance of Parent-School Partnerships

Most people view the educational process in terms of a diad relationship (teacher-student) rather than the triad relationship (teacher-student-parent) it actually is. Teachers interact with children for only about 13 percent of the child's waking life before the age of 18. With such limited time, it is imperative that teachers involve parents in the educational process.

Parents are effective change agents in their child's life. Involving parents in the education of their child produces positive benefits for both child and parent, including improved student achievement, increased parental skill, and improved parent emotional well-being. It also enhances a child's prospects for academic success in the future. Belief in these benefits of parent-school involvement has proven not only desirable and needed but essential in developing effective programs for children.

J.A. Beane (1980), writing on self-respect, emphasizes the need for teachers to start working with parents rather than avoiding them. Working with students to improve academic achievement is not merely a classroom exercise. The process requires additional support of parents in the home, a school climate of high expectations, student motivation, and effort to attain goals that are mutually set by the teacher and the parents and/or the student.

Building Effective Partnerships

To be successful, the parent-school partnership must be developed in an orderly fashion with emphasis on preventing problems. Once a problem exists, it is more difficult to build an effective, positive relationship. Although some parents may be difficult to work with, the school must nevertheless use a nondeficit model in working with families. The school should assume that all parents are interested in and able to work with their own children.

The partnership school is a school that collaborates effectively with parents, enhances student self-perception, and facilitates educational success. Its basic principles include

- fostering an open, helpful, and friendly school climate;
- establishing clear, frequent, and two-way communication with parents;
- treating parents as equals in the educational process;
- encouraging parents to become part of the decision-making process for their child;
- developing partnerships with all families; and
- supporting volunteer participation.

As parents become more aware and understand the need for their input in the education process, they generally participate more in the school's goals and plans for their child.

Parent Activities that Promote Learning

Teachers play a critical role in encouraging family involvement with the school. Parents look to teachers for guidance and assistance in becoming involved with their child's daily activities.

Parents can become involved in the classroom and with classroom activities by

- helping their child with homework and other assignments so they are aware of the child's particular areas of weakness or strength.
- having their child discuss school-day activities. Samples of written work from the classroom would assist the child to "show and tell."
- attending conferences to discuss the overall goals of the classroom and share family and teacher expectations and responsibilities for their child.
- participating in Parent Nights, which give an overview of the class objectives and program description.
- reading aloud to their children, listening to them read, and visiting the library together.
- volunteering at the school or visiting in their child's classroom.
- following through with teacher-suggested ideas to strengthen concepts taught at school.
- tutoring their child, especially in basic skill areas such as mathematics and spelling.
- attending parent workshops and inservices to increase their knowledge and skill in understanding the educational goals for their child.
- becoming involved in the program development and policy-making activities within their child's school.

Parents are an excellent source of information about their children. Teachers need to take advantage of this excellent resource and collaborate with parents to develop the most appropriate program for their child. Remember, nobody knows the child better than his/her parents.

References

Beane, J.A. "Synthesis of Research on Self-Respect." *Educational Leadership* 38.1 (October 1980), pp. 84-87.

Rowell, J.C. "The Five Rights of Parents." *Phi Delta Kappan* 62.6 (February 1981), pp. 441-443.

Snell, Martha E., ed. *Systematic Instruction of the Moderately and Severely Handicapped*. 2nd ed. Columbus, OH: Merrill, 1983.

Walberg, H.J. "Families as Partners in Educational Productivity." *Phi Delta Kappan* 65.6 (February 1984), pp. 397-400.

Summary Questions

1. What elements of effective lessons follow introduction, presentation, demonstration, and guided practice?

2. What is the purpose of providing independent practice?

3. What three components should be considered when using independent practice?

4. What should be taken into account when selecting independent practice assignments?

5. Name the five things that should be included when setting routines for completing independent practice?

6. Why are monitoring and feedback used during the independent practice phase of effective lessons?

7. What should teachers do if students are not meeting with success during independent practice?

8. List three characteristics of effective feedback.

9. What is the purpose of systematic evaluation?

10. List the steps for accomplishing systematic evaluation.

Discussion Questions

1. Give some examples of independent practice activities you provide in your class.

2. How do you know when your students have reached adequate success levels (80 percent accuracy) during guided practice?

3. What are some ways you integrate ongoing and systematic evaluation into your daily instruction?

4. List some periodic review activities you have found to be successful.

Application Exercise

Scenario

You've introduced a new lesson, provided an explanation, given many examples, checked for student understanding, done some oral drill and practice, checked for student performance of the objective, and given a written assignment to be completed in class. This could be a third-grade lesson on solving mathematics story problems.

Problem Solving

1. If you were able to ensure that all students had an opportunity to practice under guided instruction, do you assume that all students are ready for the written assignment independently? Discuss.

2. Discuss variations that you might find in student abilities regarding readiness for independent work.

3. How should the teacher design differentiated independent practice activities to meet students' individual needs and yet maintain similar learning outcomes?

Goals - Strategies - Evaluation

Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

Teaching Goal #1	Teaching Goal #2
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ Observation Date and Time _____

STRATEGIES Workshop Evaluation and Follow-up

7

Objectives
Comments
Additional STRATEGIES Worksheets

Objectives

By the end of this unit, you should be able to

- evaluate the goals and practices of the peer coaching process,

- discuss and evaluate participants' application of the teaching strategies and the effect in their classroom, and

- identify individual short-range and long-range goals for using effective teaching strategies.

Comments

Additional STRATEGIES Worksheets

The following pages are reproductions of some of the worksheets used in the STRATEGIES workshop. They are included so you may continue to use the strategies you practiced during the workshop. Feel free to photocopy them.

Goals - Strategies - Evaluation

Choose one or two teaching goals related to the unit topic that you would like to work on. Using the material discussed in this unit, develop or select strategies to meet the goals. You may discuss your goals and strategies with your team members.

Teaching Goal #1	**Teaching Goal #2**
Goal:	Goal:
Strategy:	Strategy:
Evaluation:	Evaluation:

Coaching Partner(s) _____ Observation Date and Time _____

Preobservation Conference Worksheet

These items are to be discussed by the coaching partners during the preobservation conference.

(Coach writes.)

1. Date and time of planned observation. _____

2. What are the general characteristics of the class? What should the coach(es) know about it as a group?

   _____

   _____

   _____

3. Are any individual students experiencing learning or behavior problems? Describe.

   _____

   _____

   _____

4. What are the topics and objectives for the lesson to be observed?

   _____

   _____

5. What previous exposure have students had to this material? Have any activities been done in preparation for this lesson?

   _____

6. What teaching methods and learning activities do you plan to use to accomplish your objectives?

   _____

   _____

   _____

   _____

7. About how much time do you plan to devote to each activity, or what is your pacing strategy?

   _____

   _____

   _____

Modified Narrative/Anecdotal (used for recording a temporal sequence of all teacher and student behavior relevant to the focus of the observation)

Observer _____ Teacher _____ Date _____

Class period/time _____ Activity _____

_____

Time Observation

Frequency Recording (used for recording the number of times a specific behavior occurs)

Observer _____ Teacher _____ Date _____

Class period/time _____ Activity _____

_____

Description of behavior _____

_____

Time/Behavior/Student Tallies

Total number of occurances during the period _____

Duration Recording (used for recording the length of time a behavior is engaged in)

Observer _____ Teacher _____ Date _____

Class period/time _____ Activity _____

_____

Description of behavior _____

_____

Behavior	Amount of Time Engaged in Behavior

Average duration of the behavior _____

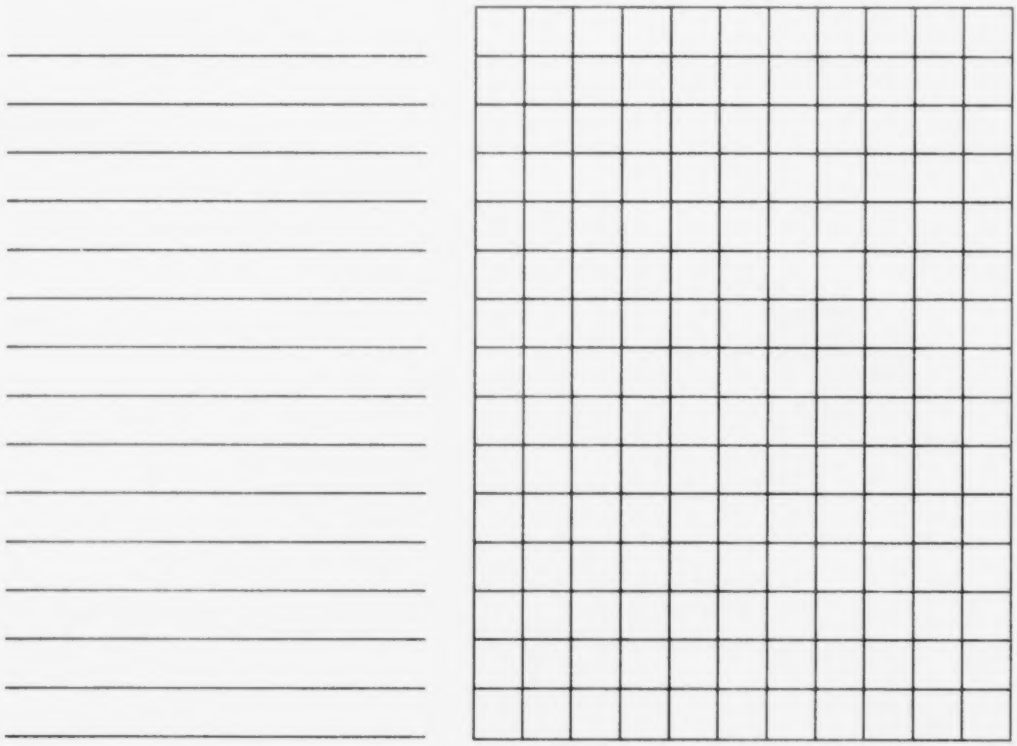
Participation Chart (used to record the presence or absence of certain behaviors when a number of children are being observed simultaneously)

Observer _____ Teacher _____ Date _____

Class period/time _____ Activity _____

_____

Student



Code _____

_____

Postobservation Conference Worksheet (Coach)

These items are intended to be used as guidelines while conducting the post-observation conference. Not all items will be useful or appropriate for all post-observation conferences. Coaching partners should select items they feel would facilitate discussion during this conference.

Focus of the observation _____

Coach asks teacher: (Coach records.)

1. How did you feel about the lesson that was observed? _____

   _____

   _____

   _____

2. Is there a particular part of the lesson that you remember going especially well/not going especially well? Describe.

   _____

   _____

   _____

3. Review the data that was gathered. Identify causes of the desirable/undesirable interactions.

   _____

   _____

   _____

4. What successful strategies would you repeat in future lessons?

   _____

   _____

   _____

5. What alternative strategies might you use in the future? _____

   _____

   _____

   _____

Postobservation Conference Worksheet (Teacher)

These items are intended to be used as guidelines while conducting the postobservation conference. Not all items will be useful or appropriate for all postobservation conferences. Coaching partners should select items they feel would facilitate discussion during this conference.

Focus of the observation _____

Teacher asks coach: (Teacher records.)

1. What did you notice about _____?
   (Describe a particular event that occurred during the observation.)

2. What did you notice about how the students responded to the lesson?

   _____

   _____

   _____

3. What specific strategies did you think worked well in the lesson? Why?

   _____

   _____

   _____

4. What strategies were not successful, and how could they have been improved?

   _____

   _____

   _____

5. I felt that _____ didn't work well.
   Do you have any idea why?

   _____

   _____

   _____

6. How would you have dealt with _____?
   (Describe a particular incident in the lesson.)

   _____

   _____

   _____

7. Can you suggest any alternative strategies that might be effective in this lesson?

   _____

   _____

   _____

8. What materials will be used? How will they be organized and handled? _____

_____

_____

_____

9. What will the coach(es) focus on during this observation? _____

_____

_____

_____

10. What teacher behaviors do you want observed? _____

_____

_____

11. What student behaviors do you want observed? _____

_____

_____

12. How do you plan to assess learning and give students feedback? _____

_____

_____

_____

13. Do you anticipate any difficulties with any of the planned activities? If so, how do you plan to deal with them?

_____

_____

_____

14. How is data to be gathered during this observation? _____

_____

_____